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ABSTRACT

This document on Academic Literacies is an update of the original 1982 Statement on Competencies in English Expected of Entering College Freshmen. Incorporating findings from a Web-based survey submitted to faculty across the disciplines at the University of California , the California State Universities, and the California Community Colleges, and completed by 289 faculty members, this document provides a clear statement of the expectations faculty have for the critical reading, writing, and thinking abilities of their entering students. It attention to the comments of many faculty outside the traditional departments of English or rhetoric makes this document groundbreaking in its approach. Part 1. "Academic Literacy: Reading, Writing, and Thinking Critically," discusses the expectations and perceived student preparation and provides a rationale for these competencies understood as larger, more holistic abilities, rather than a lot of discrete skills. Part 1 charts the competencies of part 1 and juxtaposes them with comparable competencies noted in the California Language Arts Content Standards and in the California Education Roundtable Content Standards. Part 3, "Strategies for Implementation," offers suggestions for teaching the processes of learning. Five appendixes describe study methodology and characteristics of learners and list some additional resources. (SLD)

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Spring 2002

ACADEMIC LITERACY

A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities

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Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California

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Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California

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FROM ICAS CHAIRS

Dear Colleague:

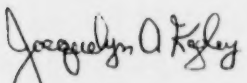
This document on Academic Literacies is an update of the original 1982 Statement on Competencies in English Expected of Entering College Freshmen. Incorporating findings from a web-based survey submitted to faculty across the disciplines at the University of California, the California State Universities and the California Community Colleges, this document provides a clear statement of expectations faculty have for the critical reading, writing, and thinking abilities of their entering students. Its attention to the comments of many faculty outside of traditional departments of English or rhetoric makes this document truly groundbreaking in its approach and far-reaching in its authority.

This statement arises from collaborative efforts of secondary and postsecondary faculty who contributed to, read, and commented on drafts of this document. The findings have also been presented to teachers and faculty at professional conferences and workshops in California and across the nation. Their review and critiques furthered the Task Force's work.

The Intersegmental Committee of Academic Senates representing the academic senates of the three segments of California's higher education sponsored the efforts that produced this document. The Academic Senates of the University of California, the California State Universities and the California Community Colleges have all adopted this document and offer it as their official recommendations to the K-12 sector, to students and their parents, to teachers and administrators, and to public policy makers.

Please share this statement with your colleagues, disseminate it freely, and refer other interested parties to the following website where the document can also be viewed: http://www.academicsenate.cc.ca.us

Finally, we underscore the invitation extended by the authors of this document to use it in prompting discussions about the wide range of academic literacies expected of students entering California's postsecondary institutions.



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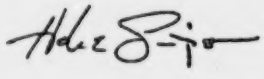

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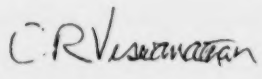

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EXECUTIVE SUMMARY

This document reports what faculty from all three segments of California's system of higher education think about their students' ability to read, write, and think critically. It echoes the lucid arguments made for literacy in the *Statement of Competencies in English Expected of Freshmen*, which appeared in 1982, but it necessarily revises and updates that earlier document. In the past two decades, California's educational landscape has been swept by substantial changes in pedagogy, advances in technology, and new emphases on critical reading, writing, and thinking across the curriculum. These changes have transformed the field, and they have shaped this report in ways that could not have been foreseen twenty years ago.

Like the earlier report, this document was produced by a faculty task force appointed by the Intersegmental Committee of Academic Senates (ICAS), which is comprised of the Academic Senates of the University of California, the California State University, and the California Community Colleges. Unlike that earlier document, this report is based upon the responses of faculty from many disciplines requiring students to read, write, and think critically. The task force invited faculty who regularly teach introductory or first-year courses to participate in a Web-based interview study that asked the following questions. (A transcription of that survey appears in the appendices.)

- What do they expect of their students' reading, writing, and critical thinking?
- How well are their students prepared for those expectations, and why or why not?
- How do they expect their students to acquire these skills, experiences, or competencies that they are missing at matriculation?

We also asked those faculty to identify other factors that contributed to their students' academic success:

- What attitudes or predispositions—"habits of mind"—facilitate student learning?
- What kinds of technology do faculty use or intend soon to use with their own classes?

This report summarizes responses to these questions and describes patterns that emerged in the answers. It then combines our colleagues' views with research and our collective professional experience to produce specific recommendations that will improve the level of literacy among first-year students in all segments of higher education in our state.

CONTENTS OF THIS REPORT

The statement is divided into three parts, followed by appendices:

- Part I. Academic Literacy: Reading, Writing, and Thinking Critically: discusses expectations and perceived student preparation and provides a rationale for these competencies understood as larger, more holistic "abilities" rather than a list of discrete "skills."
- Part II. Competencies: charts the competencies of Part I and juxtaposes them with comparable competencies noted in the California Language Arts Content Standards and in the California Education Roundtable Content Standards.
- Part III. Strategies for Implementation: offers suggestions for "teaching the processes of learning."

A SELECTION OF SIGNIFICANT FINDINGS AND RECOMMENDATIONS CONTAINED WITHIN THIS STATEMENT

ACADEMIC LITERACY ACROSS THE CONTENT AREAS

- We affirm the role of California schools in enhancing democracy, and we believe that literacy skills serve as the foundation for greater equity.
- All the elements of academic literacy—reading, writing, listening, speaking, critical thinking, use of technology, and habits of mind that foster academic success—are expected of entering freshmen across all college disciplines. These competencies should be learned in the content areas in high school. It is, therefore, an institutional obligation to teach them.

- In order to be prepared for college and university courses, students need greater exposure to and instruction in academic literacy than they receive in English classes alone. This need calls for greater coordination of literacy education among subject matter areas within high schools.
- The inseparable skills of critical reading, writing, listening, and thinking depend upon students' ability to postpone judgment and tolerate ambiguity as they honor the dance between passionate assertion and patient inquiry.
- We applaud recent efforts towards collaboration and articulation between high schools and colleges and urge that these efforts be continued and expanded.
- We recommend imaginative and practical professional development as a central component of improving literacy education.

HABITS OF MIND AND CRITICAL THINKING

- The habits of mind expected of students—their curiosity, their daring, their participation in intellectual discussions—are predicated upon their ability to convey their ideas clearly and to listen and respond to divergent views respectfully.
- Faculty expect students to have an appetite to experiment with new ideas, challenge their own beliefs, seek out other points of view, and contribute to intellectual discussions.
- Analytical thinking must be taught, and students must be encouraged to apply those analytical abilities to their own endeavors as well as to the work of others.
- Students should generate critical responses to what they read, see, and hear, and develop a healthy skepticism toward their world.
- Students must assume a measure of responsibility for their own learning, must discern crucial values of the academic community, must seek assistance when they need it, and must advocate for their own learning in diverse situations.
- Self-advocacy is a valuable practice that emerges from the recognition that education is a partnership.

READING AND WRITING CONNECTION

- College faculty report that student reading and writing are behaviors and that, as such, they are interpreted as evidence of attitudes regarding learning.
- Successful students understand that reading and writing are the lifeblood of educated people.

- Students, like the writers whose works they read, should articulate a clear thesis and should identify, evaluate, and use evidence to support or challenge that thesis while being attentive to diction, syntax, and organization.
- Students who need help overcoming their lack of preparation will generally need to engage in practices of self-advocacy, including finding campus instructional resources on their own.

READING

- 83% of faculty say that the lack of analytical reading skills contributes to students' lack of success in a course.
- Faculty respondents concur with the CERT standards which, unlike the California Language Arts Standards, call for students' comprehension of "academic and workplace texts."
- Reading is generally not formally taught after a certain point in students' K-12 education.
- Teachers in all disciplines must help students develop effective critical reading strategies.
- We must teach our students to be active makers of meaning and teach them the strategies all good readers employ: to think critically, to argue, to compare, to own an idea, and to remember. Reading is a process that requires time and reflection, and that stimulates imagination, analysis, and inquiry.

WRITING

- Only 1/3 of entering college students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources, according to faculty respondents.
- More than 50% of their students fail to produce papers relatively free of language errors, according to our faculty respondents.
- Faculty judge students' ability to express their thinking clearly, accurately, and compellingly through their writing. College faculty look for evidence in papers that students are stretching their minds, representing others' ideas responsibly, and exploring ideas.
- In college, students may well be asked to complete complex writing tasks across the disciplines with little instruction provided.
- Faculty expect students to reexamine their thesis, to consider and reconsider additional points or arguments, to reshape and reconstruct as they compose, and to submit carefully revised and edited work.

- College faculty assign writing to get to know how students think, to help students engage critically and thoughtfully with course readings, to demonstrate what students understand from lectures, to structure and guide their inquiry, to encourage independent thinking, and to invite them into the on-going intellectual dialogue that characterizes higher education. Writing in college is designed to deepen and extend discourse in the pursuit of knowledge.
- In the last two years of high school, students need to be given instruction in writing in *every* course and to be assigned writing tasks that
  - demand analysis, synthesis, and research;
  - require them to generate ideas for writing by using texts in addition to past experience or observations; and
  - require students to revise to improve focus, support, and organization, and to edit or proofread to eliminate errors in grammar, mechanics, and spelling.
- Implementation of strong writing-across-the-curriculum programs in high schools statewide can help prepare high school students for their writing requirements in college.

LISTENING AND SPEAKING

- Students are expected to speak with a command of English language conventions.
- All students who enter college without having developed essential critical listening skills or who have not had ample practice speaking in large and small groups will find themselves disadvantaged.
- The California English Language Arts Content Standards [on listening and speaking], if regularly addressed and evaluated in the years before high school graduation, would equip entering college students to perform requisite listening and speaking tasks.
- College-level work requires students to be active, discerning listeners in lecture and discussion classes and to make critical distinctions between key points and illustrative examples, just as they must do when they read and write.

ENGLISH LANGUAGE LEARNERS (L2 LEARNERS)

- Language minority students comprise nearly 40% of all K-12 students in California.
- The dominant perception among faculty respondents is that many L2 students are not prepared to meet college-level academic demands.

- Academic English involves dispositions and skills beyond those of conversational fluency. Classification of L2 students as FEP (fluent English proficient) is best determined by assessment of the multiple abilities necessary in academic situations: reading, writing, listening, and speaking.
- "ESL" is faculty short hand for many types of students, regardless of their varying language problems and backgrounds. Yet all second language learners are expected to control the same set of competencies for success as other students upon entering postsecondary institutions.
- To provide appropriate instruction for each individual L2 learner, we must recognize the different subgroups of second language learners, distinguished primarily by such differences as
  - length of residence in the U.S.,
  - years of U.S. schooling, and
  - English language proficiency, both oral and written.
- L2 students who have received most, if not all, of their education in California schools may continue to have special *academic* literacy needs. Thus, specialized college or university instruction in academic English is both desirable and necessary, and additional time may be required to complete requirements essential for success at the baccalaureate level.
- L2 learners, their peers, parents, teachers, and administrators should come to understand that special language instruction is not remedial. Given this awareness, L2 students will be more likely to further develop academic English through ESL work at the college level.

TECHNOLOGY

- Students' success in college has as much to do with their ability to find information as to recall it.
- While many entering students are familiar with some technological elements (notably e-mail and Web browsing), few demonstrate the crucial ability to evaluate online resources critically.
- Students need to form questioning habits when they read, especially material found on the Internet where students must evaluate materials for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.
- Technological skills and students' critical appraisal of them should also be taught across the curriculum.
- Students should enter with basic technological skills that include word-processing, e-mail use, and the fundamentals of Web-based research. All students, therefore, should have regular access to computers.

INTRODUCTION

THE HISTORICAL MOMENT

In 1975, a *Newsweek* cover story entitled "Why Johnny Can't Write" aroused national concern about high school students' declining writing skills. This concern coincided with a renewed scholarly interest in rhetoric and, simultaneously, intensive research into the composing process and the development of writing skills. Through new subject matter requirements for pre-service teachers and professional development workshops for classroom teachers, these advances in composition pedagogy have been translated into instructional practices. Many teachers in all disciplines have come to understand their obligations to teach students to read, write, and think critically. In addition, upper-division writing requirements are now in place at most UC and CSU campuses.

These welcome changes in the past 25 years, nonetheless, are offset by factors other than writing instruction that affect the development of writing skills. For example, California's ranking on per capita spending for education, vis-à-vis other states, is lower today than twenty-five years ago. California also extends public school education to a large population of students just learning the English language, a condition present but not as prevalent in 1982 when the Intersegmental Committee of Academic Senates (ICAS) issued its first report, the *Statement of Competencies in English Expected of Freshmen*.

These social and economic factors are often cited as reasons for California's lower reading and writing scores on standardized tests. In response to these scores, the State Board of Education for K-12 education adopted the California Language Arts Content Standards. Consequently, California students undergo yearly assessments based on these standards, and to receive a high school diploma, they now must demonstrate competency in both reading and writing. A major goal of conversations between K-12 and postsecondary faculty is to align the Language Arts Content Standards and expectations with the

admissions and/or assessment mechanisms used in higher education; such alignment, it is hoped, will enable assessment of competencies within minimal testing time and at a minimal loss of instructional time. These movements coincide with state and federal legislative and political interest in education and arise amidst widespread calls for performance measures and greater accountability.

Our Task Force acknowledges the complicated nature of California public education within this broader context and the shifting sands of public expectation. Nonetheless, this document must underscore fundamental changes in pedagogy, advances in technology, and new emphases on critical reading, writing, and thinking across the curriculum.

It is this increased emphasis on critical reading, writing, and thinking that challenged and broadened the work of this committee to speak on behalf of the many postsecondary faculty in diverse disciplines and even vocational programs. To do so, we invited faculty who are currently teaching on community college, CSU, and UC campuses to participate in a study and to comment on expectations for entering students enrolled in introductory or first-year courses.

As the history of rhetoric reveals, attention to **how** effectively we communicate with others requires us to explore **why** we communicate for different purposes in diverse circumstances. We, therefore, take seriously the social dimension of reading and writing instruction and seek to identify skills and attitudes that shape academic literacy within a civil society.

ABOUT THE FACULTY RESPONSES AND COMMENTS IN OUR STUDY

Faculty who regularly teach introductory or first-year courses were sent e-mail invitations to participate in a Web-based interview study hosted by the University of California, Irvine. (A transcription of that survey appears in Appendix A-1.) The questions were designed to obtain faculty viewpoints on the following:

- what respondents expect of their students' reading, writing, and critical thinking (e.g., what they assign; what roles those tasks play in the design of the course, how assignments contribute to student learning and to their evaluation of their students);
- how prepared respondents find their students to be for those assignments (e.g., how their students' preparation matches their expectations, what sorts of prior experiences enable success, or, conversely, what might contribute to their students' lack of success); and

- how they expect their students to acquire these experiences, skills, or competencies (e.g., prior to entrance, as part of the course's instruction, or through outside resources or referrals).

Additionally, we asked questions intended to identify other factors they believed might contribute to their students' academic success:

- what attitudes or predispositions facilitate student learning (what this document will call "habits of mind"); and
- what kind of technology respondents now use or intend soon to use (e.g., how do they deliver or complement instruction, what do they expect their students to use).

In this report, we have summarized faculty responses to reflect patterns that emerged. Faculty responses and comments have informed our recommendations, but our intention from the start was more ambitious than just reporting faculty views. Instead, we have combined what we believe our colleagues are saying about first-year students' literacy with research and our collective professional experience. Appendix A-2 contains a profile of respondents who completed the entire study and notes their academic and institutional affiliations. We are grateful to all of those who took time to share their views and to make significant narrative comments.

CONTENTS OF THIS REPORT

This document is divided into three parts briefly described below and is followed by an Appendix containing a synopsis of the survey and additional resources.

PART I. ACADEMIC LITERACY: READING, WRITING, AND THINKING CRITICALLY

This segment introduces

- the attitudes and habits of mind of successful students and the critical thinking abilities they must develop;
- the interconnectivity of reading and writing experiences and the expected competencies in each area;
- the related language arts competencies in listening and speaking;
- the particular language needs of students whose home language is not English; and
- additional competencies in technology—both essential and desirable—that students should cultivate prior to entering college or university.

Each section provides a discussion regarding faculty's expectations, their perceptions of student preparation, and a rationale for these competencies.

PART II. COMPETENCIES

This section presents a chart of the competencies noted in Part I of this document and makes reference to two other significant documents, the California Language Arts Content Standards, and the California Education Roundtable Content Standards. The competencies noted in those documents are contained in Appendix B for comparative purposes. Readers of this document will find it useful to keep in mind the different origins of these recommended competency statements:

- The 2002 summary of competencies explicated in Part I of this document has been generated by the authors of this intersegmental task force and is bolstered by the study we have just mentioned.
- The California Language Arts Content Standards were designed by appointees of the State Board of Education without officially recognized participation by postsecondary faculty. Adopted by the State Board of Education, these standards are mandated for all public K-12 schools. The table in Appendix B includes the most relevant standards, those for grades 11-12.
- The California Education Roundtable Content Standards were published just immediately prior to the Language Arts Content Standards. Designed by a task force of K-12 faculty, administrators, public participants, and Academic Senate- appointed postsecondary faculty, these standards and competencies are advocated by experts teaching in California's public institutions.

While the chart in Part II is offered as a convenience and point of comparison to Appendix B, we caution readers against seeing competency as mere lists or sets of discrete "skills." Rather, we urge you to consider the contributions each makes to a larger, more holistic "competency" or "ability."

PART III. COMMENTS ON IMPLEMENTATION

This section contains Task Force suggestions for implementing the recommendations contained in this report and suggestions for "teaching the processes of learning."

WHO SHOULD USE AND IMPLEMENT THIS DOCUMENT

This document deserves the consideration of many audiences:

- students—who share the responsibility for classroom learning—and their parents who share the task of preparing students to enter college or university and who should insist upon educational excellence at all levels;
- high school faculty in all disciplines—who bear responsibility for classroom instruction and who, by their own behaviors, can exemplify critical reading, writing, and thinking;
- college and university faculty—who are encouraged to re-examine their expectations and practices in light of their colleagues' statements;
- administrators at both secondary and postsecondary levels—who are asked to examine assessment and testing practices and the levels of high-school preparation and who understand the importance of ongoing professional development;
- elected and appointed officials who, as they consider broader policy issues, may wish to acquaint themselves with current pedagogy and new research that have bearing on students' educational experiences and upon the professional development essential to sustain sound classroom practices and excellent instructors.

We intend our report to prompt professional development efforts based on the work of local exemplary teachers, current research, and focused classroom-based inquiry. Unlike documents that are offered as prescriptions for school reform, this document comes as an invitation, perhaps a provocation, for robust, sustained, honest conversation across the secondary school-college divide. We also anticipate that our findings will inspire discussion with colleagues inside our own postsecondary institutions and among our transfer partners.

PART I

ACADEMIC LITERACY: READING, WRITING, AND THINKING CRITICALLY

HABITS OF MIND: FOUNDATIONAL DISPOSITIONS WELL-PREPARED STUDENTS HAVE FOR ACADEMIC READING, WRITING, AND CRITICAL THINKING

The inseparable skills of critical reading, writing, listening and thinking depend upon students' ability to postpone judgment and tolerate ambiguity as they honor the dance between passionate assertion and patient inquiry.

Competencies for entering students cannot be reduced to a mere listing of skills. True academic competence depends upon a set of perceptions and behaviors acquired while preparing for more advanced academic work.

Therefore, a description of abilities necessary for success in college must reflect what college educators recognize as the intellectual and practical dispositions of their successful students. The inseparable skills of critical reading, writing, listening, and thinking depend upon students' ability to postpone judgment and tolerate ambiguity as they honor the dance between passionate assertion and patient inquiry.

Academic success depends, too, upon students' exercising the stamina and persistence useful in other areas of their lives. Those who play sports, learn a musical instrument, or master difficult dance routines learn, over time, the value of practice. In much the same way, academically successful students have learned that intellectual endurance in the form of rethinking, rereading, and rewriting offers similar rewards.

While education is clearly a collaborative effort, students must ultimately assume considerable responsibility for their own education. Successful students seek assistance when they need it and advocate for their own learning in diverse situations.

College students and faculty do not think in isolation. They think with, around, and against other thinkers in a culture of academic literacy.

Consequently, this report also examines some of the habits of mind essential to successful participation in this culture.

What constitutes academic literacy?

The dispositions and habits of mind that enable students to enter the ongoing conversations appropriate to college thinking, reading, writing, and speaking are inter-related and multi-tiered. Students should be aware of the various logical, emotional, and personal appeals used in argument; additionally, they need skills enabling them to define, summarize, detail, explain, evaluate, compare/contrast, and analyze. Students should also have a fundamental understanding of audience, tone, language usage, and rhetorical strategies to navigate appropriately in various disciplines.

Our study informs our conclusions about the complex nature of academic literacy. Competencies in reading, writing, listening, speaking, and in the use of technology that are described in later segments presuppose the intellectual dispositions valued by the community college, CSU, and UC faculty who teach first-year students and participated in our study. They tell us, and our experience confirms, that the following intellectual habits of mind are important for students' success. The percentages noted indicate the portion of faculty who identified the following as "important to very important" or "somewhat to very essential" in their classes and within their academic discipline. College and university students should be able to engage in the following broad intellectual practices:

- exhibit curiosity (80%)
- experiment with new ideas (79%)
- see other points of view (77%)
- challenge their own beliefs (77%)
- engage in intellectual discussions (74%)
- ask provocative questions (73%)
- generate hypotheses (72%)
- exhibit respect for other viewpoints (71%)
- read with awareness of self and others (68%)

Faculty members also indicated, by the percentages below, that the following classroom behaviors facilitate students' learning. They noted that students should be able to do the following:

- ask questions for clarification (85%)
- be attentive in class (84%)

Self-advocacy is, therefore, a valuable practice that emerges from the recognition that education is a partnership.

- come to class prepared (82%)
- complete assignments on time (79%)
- contribute to class discussions (67%)

Successful college and university students also know how to take advantage of what college has to offer, especially when they do not understand an assignment, are confused about teachers' expectations, or need particular guidance. Self-advocacy is, therefore, a valuable practice that emerges from the recognition that education is a partnership.

College and university faculty also expect students to

- respect facts and information in situations where feelings and intuitions often prevail;
- be aware that rhetorics of argumentation and interrogation are calibrated to disciplines, purposes, and audiences;
- embrace the value of research to explore new ideas through reading and writing;
- develop a capacity to work hard and to expect high standards; and
- show initiative and develop ownership of their education.

Do entering students reflect such habits of mind?

Generally, college faculty who participated in our study have concerns about the habits of mind of their first-year students. Among the narrative comments, we find assertions that students "are more diligent than in the past, but less able to tackle difficult questions, and much less curious"; "students today seem unwilling to engage in the hard work of thinking, analyzing, unless it is directed to their most immediate interests"; students "over-emphasize the skill dimension of the discipline and ignore the communication dimension," and, regrettably, "they do not know how to seek help and demand attention."

Faculty expect students to have an appetite to experiment with new ideas, challenge their own beliefs, seek other points of view, and contribute to intellectual discussions, all of which demand increasingly astute critical thinking skills.

What is meant by "critical thinking"?

Critical thinking generally refers to a set of cognitive habits and processes. Thus, critical thinkers recursively engage in probative questioning, rigorous analyzing, imaginative synthesizing, and evaluating of ideas. Such thinking ability can be acquired through effort and instruction and is crucial to success in all academic disciplines.

...expect students to recognize that writing is a form of thinking and that sustaining arguments and synthesizing ideas will be the mainstay of their college writing experiences.

Although the 9-12 California English Language Arts Content Standards[1] call for students to identify, describe, compare/contrast, trace, explain, analyze, interpret, and evaluate, often students do not build on these abilities toward higher-order critical thinking skills. Forty percent of our study respondents indicate that their students' "ability to tackle complex, analytical work" has declined over the course of their teaching years, a figure that rises dramatically with faculty's length of service. The responses do not suggest the causes of such perceptions; but whatever those causes might be, educators want to avoid, as one faculty notes, "thought processes [that] seem shallow, like 'sound bites.'" While such sound bites may characterize aspects of the culture at large, they do not characterize the academic culture, which prizes reflective habits of mind regarding critical reading, writing, listening, and thinking.

As one respondent puts it, "If [students] can't write well, I don't see evidence that they can think well." Analytical thinking must be taught, and students must be encouraged to apply those analytical abilities to their own endeavors as well as to the work of others. Students whose abilities in critical reading and thinking enable them to grasp an argument in another's text can construct arguments in their own essays. Those who question the text will be more likely to question their own claims. Frequent exposure to a variety of rhetorical strategies in their reading empowers students to experiment with and develop their own rhetorical strategies as writers.

THE READING AND WRITING CONNECTION

No one disputes the connection between reading and writing. We know that good writers are most likely careful readers—and that most academic writing is a response to reading. It follows, then, that faculty expect students to imitate in their own writing the forms and strategies of written expression they encounter in their assigned readings. Students, like the writers whose works they read, should articulate a clear thesis and should identify, evaluate, and use evidence to support or challenge that thesis while being attentive to diction, syntax, and organization. Study respondents expect students to recognize that writing is a form of thinking and that sustaining arguments and synthesizing ideas will be the mainstay of their college writing experiences.

[1] *The California English Language Arts Content Standards, adopted by the California State Board of Education, appear in Appendix B. Notations there explain the significant differences in the origins of California Education Round Table (CERT) and the State Board-adopted California Language Arts Content Standards.*

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The 1996 CERT Standards[2] stipulate that students should read "thoughtfully and critically and produce evidence that makes and supports interpretations, makes connections ... and evaluate writing strategies and elements of writing." Our study supports the need for these higher-level reading skills; faculty expect academic rigor of entering students and their ability to do the following:

- use the title of the article/essay/text as an indication of what will come
- predict the intention of the author from extratextual cues
- understand "rules" of various genres
- retain versatility in reading various forms of organization both essay and paragraph
- read texts of complexity without instruction and guidance
- decipher the meaning of vocabulary from the context
- have strategies for reading convoluted sentences
- summarize information
- understand separate ideas and then be able to see how these ideas form a whole
- relate prior knowledge and experience to new information
- make connections to related topics or information
- synthesize information in discussion and written assignments
- argue with the text
- determine major and subordinate ideas in passages
- identify key examples that attempt to prove the thesis
- anticipate the direction of the argument or narrative
- reread (either parts or whole) for clarity

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[2] *In 1996, the California Education Round Table (comprised of the heads of the Department of Education, the UC, CSU, and CCC Systems) appointed a task force who issued a set of standards, known as the CERT Standards. Developed by California secondary and postsecondary faculty, administrators, and public representatives, these standards extensively detail faculty expectations in reading. The California English Language Arts Content Standards (adopted by the State Board of Education) note only the rhetorical focus of student reading and call for students to "analyze the organizational patterns, argument, and positions advanced." For a more detailed comparison of these standards, see Appendix B.*

*Finally, college faculty report that student reading and writing are **behaviors** and that, as such, they are interpreted as evidence of **attitudes...***

- identify appeals made to the readers' emotion [pathos] and logic [logos], and on the basis of the author's self-presentation [ethos]
- retain information while searching for answers to self-generated questions
- withhold judgment
- have patience

From the faculty's perspective, too many students appear daunted by those challenges, particularly in tasks requiring skills in both reading and writing.

Of particular interest are these statistics: according to faculty respondents, only

49% of the students are prepared to give brief summaries of readings;

36% of the students are prepared to synthesize information from several sources; and less than

33% of the students are prepared to analyze information or arguments based on their reading.

Eventually, students who are well prepared in high school will come to understand the reading/writing connection and realize that their ideas will be shaped by texts. They will see that their own writing will influence others: texts can move audiences to act or to change a belief. In short, successful students understand that reading and writing are the lifeblood of educated people.

Finally, college faculty report that student reading and writing are behaviors and that, as such, they are interpreted as evidence of attitudes regarding learning. This important information suggests that even an instance of inadvertent plagiarism, a failure to consider a reader's needs, inclusion of grammar errors or misspellings, or a failure to read an assignment with care all influence faculty judgment about students' academic potential.

1. READING COMPETENCIES

Reading is repeatedly identified as a most significant factor in the success of students in their college classes. Three fundamental reading competencies prove essential:

- reading for literal comprehension and retention;
- reading for depth of understanding; and
- reading for analysis, and interaction with the text.

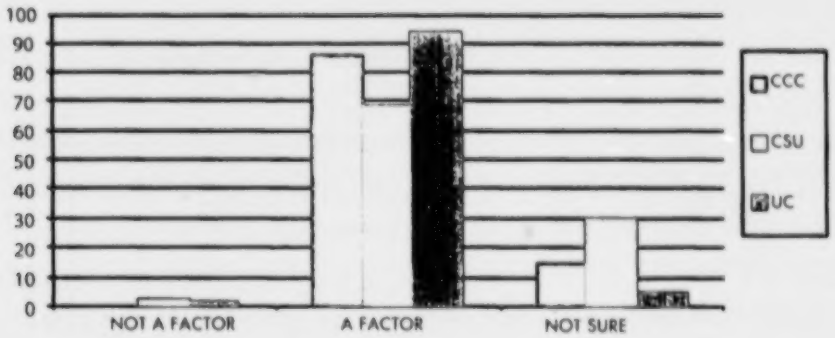

ILLUSTRATION 1. ANALYTICAL READING SKILLS
IS THE ABSENCE OF THIS ABILITY A FACTOR IN STUDENTS' LACK OF COURSE SUCCESS?

Do entering students have these foundational skills in reading?

Evidence demonstrates that entering freshmen experience reading difficulties. Since 1995, for example, increasing numbers of students who take the CSU English Placement Test are unable to read at the threshold level. These findings are not isolated. Significantly, 83% of the surveyed faculty say that the lack of analytical reading skills contributes to students' lack of success in a course. As Illustration 1 indicates, when higher education faculty were asked to consider what factors might contribute to students' lack of success, faculty in all three segments indicated that the absence of analytical skills in reading was a definite factor in their lack of success.

Faculty respondents concur with the CERT standards which, unlike the California Language Arts Standards, call for students' comprehension of "academic and workplace texts."

What kinds of reading assignments can entering students expect?

Students can expect varied reading assignments: news articles, essays, book-length works, research articles, and textbooks. Faculty respondents concur with the CERT standards which, unlike the California Language Arts Standards, call for students' comprehension of "academic and workplace texts."

Certainly students should arrive at college with a clear understanding of our literary heritage manifested in fiction and poetry, as well as in non-fiction. The chart of competencies in Part II assumes a familiarity with literature and does not specify additional expectations beyond those articulated in other standards and asked of graduating high school students. An appreciation of drama, fiction, and poetry teaches empathy, develops imaginative/creative power, and makes evident the power of "the word." Many students with a solid background in literature and writing slip easily into the world of college reading and writing demands, and they exhibit a key quality—flexibility. On the other hand, when students fail to learn the very different reading strategies necessary

for comprehending non-fiction (essays), they may have difficulty with college reading and, we might argue, may fail to develop life-long interests in reading. College faculty assign a variety of texts, and they assume that students have the reading abilities to complete these assignments.

Illustration 2 indicates the kinds of reading skills college and university faculty indicate are important for academic success. Note particularly the importance of analytical reading and use of research.

Why do students have difficulty with reading tasks assigned in college?

Presumably, most high-school faculty assign reading in conjunction with their courses. Those assignments assume that students (especially 11th and 12th-grade college-bound students) are skillful, inquisitive readers. The California English Language Arts Content Standards, while calling for students to read "two million words annually," expect that reading to occur independently, outside students' classwork, as they work "on their own." The CERT standards, on the other hand, set higher standards, suggesting that students should read at least "the equivalent of 25 books each year, in a variety of genres, across the entire school curriculum." These latter standards are consistent with the preparation our respondents assume.

Of course, when students begin academic studies in college, they face greater, more challenging reading. College faculty assign staggering reading loads, requiring a certain level of vocabulary and an ability to read and comprehend quickly. Their assumptions about the reading proficiency of entering students are often contrary to fact, and faculty presume that students have mastered needed reading techniques. Few college and university teachers teach reading

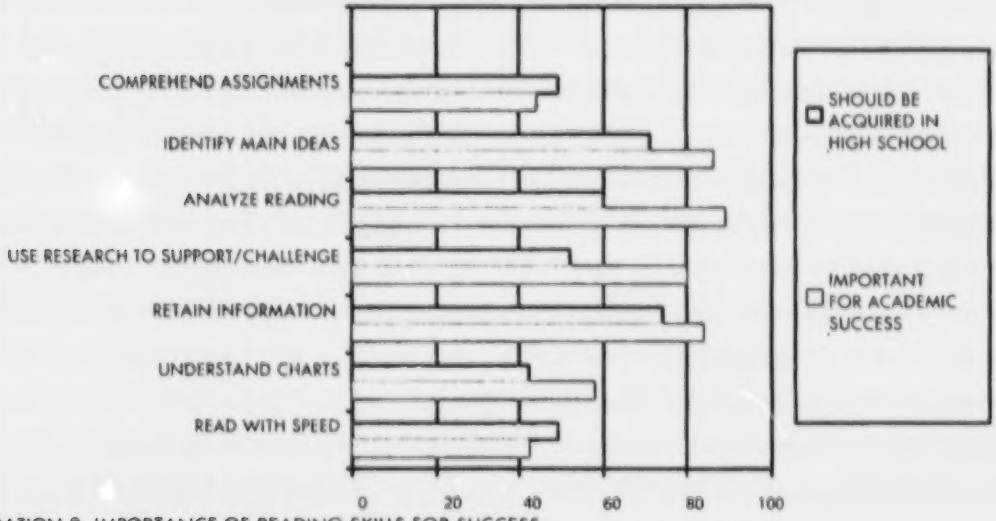

ILLUSTRATION 2. IMPORTANCE OF READING SKILLS FOR SUCCESS

or explicit reading strategies, and they seldom alter the assigned reading to respond to students' abilities. Students who find themselves with inadequate reading skills must seek out campus resources to overcome these potential barriers to academic and workplace success.

Reading is not formally taught after a certain point in students' education.

Why are these students underprepared on entry?

The following conditions also may contribute to students' underpreparation:

(1) Reading is not well supported in the culture.
We live in an age of image where little is left to the imagination. Reading, however, is a process that requires time and reflection and that stimulates imagination, analysis, and inquiry.

(2) Reading is not formally taught after a certain point in students' education.
We all assume that merely assigning more reading is the key to students' improvement. Thus, many of the higher-order reading skills (evaluation, synthesis and analysis, discerning an author's purpose, assessing the quality of an argument; relating an argument to issues beyond the author's scope, comparing an author's claim to others' claims and to one's experience) are presumed to have been taught and reinforced frequently in K-12. In fact, these sophisticated skills may never have formally been introduced at an age-appropriate juncture nor received due attention during students' secondary years and across the disciplines.

Reading is not well supported in the culture. We live in an age of image where little is left to the imagination. Reading, however, is a process that requires time and reflection and that stimulates imagination, analysis, and inquiry.

(3) Too frequently, the teaching of reading, thinking, and writing falls solely on the high-school English teacher, while other content area teachers focus on the transfer of information rather than teaching strategies of reading, thinking, and writing in a particular discipline.

2. WRITING COMPETENCIES

Teaching writing as a process (a pedagogy relatively new to the field when the last Competency Statement was published in 1982) has now become fully integrated into the teaching of composition. Although composition instruction once focused primarily on the *products* that students generated and emphasized sentence-level correctness, instruction now guides students through the composing *process* and emphasizes the connection between writing and thinking. As a result, today's students are more likely to be taught the importance of audience and purpose in shaping a piece of writing, strategies for generating ideas during pre-writing, and techniques for revising and editing as essential parts of the composing process. Faculty across the disciplines

who responded to our questionnaire indicated awareness of two fundamental characteristics of academic writing:

...faculty expect students to reexamine their thesis, to consider and reconsider additional points or arguments, and to reshape and reconstruct as they compose.

(1) Writing as a recursive process:
Faculty recognize that writing is a complex process that involves a series of activities: invention (pre-writing or planning), drafting, revision, and editing. However, these activities are recursive, not linear. That is, writers return to these activities repeatedly during composing rather than move through them in discrete stages. Consequently, faculty expect students to reexamine their thesis, to consider and reconsider additional points or arguments, and to reshape and reconstruct as they compose. Such recursive work, however, usually occurs outside of class, and faculty expect students to submit carefully revised and edited work. Students who, by the end of their secondary schooling, have internalized this process of composing will be well prepared for college writing assignments.

(2) Writing as a way of learning:
Faculty frequently express their understanding that writing is part of the learning process itself. They observe that "writing about the subject matter greatly enhances the students' understanding," and they "use the students' [written] work as a means to measure their level of understanding the course material." These comments demonstrate that faculty judge students' ability to develop thought and understanding and their ability to express their thinking clearly, accurately, and compellingly through their writing.

...students need to write to discover and learn new ideas, generate ideas for writing by using texts in addition to past experience or observations...

Approximately 62% of those in our study teach disciplinary classes in which writing was not the central focus of instruction, while the other 38% teach first-year composition courses that provide instruction in general writing skills useful for a broad range of courses. However, substantial agreement exists among both writing faculty and non-writing faculty in all three segments regarding writing competencies and abilities needed for success. To engage productively in composing as a recursive process, they report that students need to write to discover and learn new ideas, generate ideas for writing by using texts in addition to past experience or observations, revise to improve focus, support, and organization, and edit or proofread to eliminate errors in grammar, mechanics, and spelling.

In writing for university courses, faculty in our study indicated that students will be asked to write papers that require them to do the following:

To convey their ideas clearly and effectively, students must use varied sentence structures, choose appropriate vocabulary for an academic audience, and produce finished, edited papers that follow standard English conventions of grammar...

- critically analyze the ideas or arguments of others;
- summarize ideas and/or information contained in a text;
- synthesize ideas from several sources; and
- report facts or narrate events.

For most of these assignments, students will need to be able to accomplish the following to be effective:

- generate an effective thesis;
- develop it convincingly with well-chosen examples, good reasons, and logical arguments; and
- structure their writing so that it moves beyond formulaic patterns that discourage critical examination of the topic and issues.

Students must also employ the above composing and rhetorical abilities when they conduct college-level research to develop and support their own opinions and conclusions. In doing so, they need to be able to

- use the library catalog and the Internet to locate relevant sources,
- critically assess the authority and value of research materials that have been located, and
- correctly document research materials to avoid plagiarism.

In addition, faculty indicate that students must simultaneously exercise control over the language they use. To convey their ideas clearly and effectively, students must use varied sentence structures, choose appropriate vocabulary for an academic audience, and produce finished, edited papers that follow standard English conventions of grammar, capitalization, punctuation, and spelling and that are relatively free of error.

Underscoring these observations, faculty note the importance of students' facility with the following language conventions:

- using vocabulary appropriate to college-level work and the discipline (88%);
- using correct grammar and punctuation (86%);
- spelling accurately (75%).

As the data above show, both rhetorical abilities and editorial skills are necessary for college writers to succeed in their assigned writing tasks. These expectations illustrate the complex nature of writing, which requires writers to control both rhetorical strategies and language conventions for a wide variety of writing assignments.

...only about one-third of the students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources.

Are entering students well prepared for the rhetorical demands of college writing assignments?

Illustration 3 suggests a mismatch between students' preparation and the abilities needed to complete typical college writing tasks. Composition faculty and disciplinary faculty generally agree that students are best prepared to write personal essays, informal responses, short answer essay questions, and brief summaries of readings.

However, of the tasks students are best prepared to undertake, only short answer responses are frequently assigned. Moreover, only about one-third of the students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources. One respondent summarized the view held by many: "Even when [students] are essentially very good students, they seem to arrive at my course under-prepared [in writing] by their previous academic work."

Are students well equipped with the rhetorical and editorial abilities expected by college faculty?

College faculty in our study find more than half of their students fail to produce papers relatively free of language errors. Faculty estimated that 48% of their students were able to spell accurately and only 41% were able to use correct grammar and punctuation or employ appropriate vocabulary.

The above responses regarding students' rhetorical and editorial abilities reflect faculty concerns about declining abilities in writing. Although 13% of the faculty in our study believe that overall students' writing has improved since they first began teaching entering students and 46% believe that students' ability has remained the same, 34% reported that the writing abilities of beginning college students have declined in quality. The percentage reporting a decline in ability jumps to 63% for faculty who have taught sixteen or more years. While among long-time faculty this perceived decline began more than fifteen years ago and is therefore not a relatively recent phenomenon, the perception may also result from

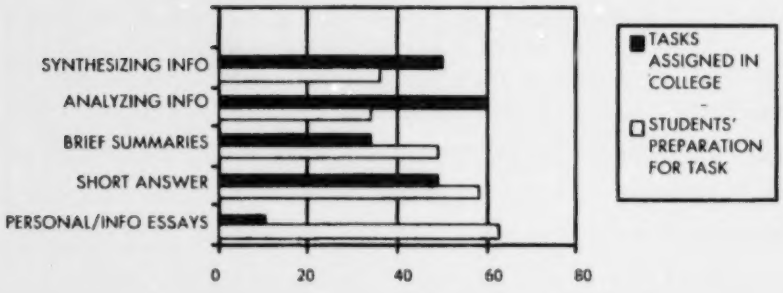

ILLUSTRATION 3. STUDENT PREPARATION FOR WRITING TASKS ASSIGNED

...look for evidence in papers that students are stretching their minds, representing others' ideas responsibly, and exploring ideas.

a mistaken memory of a "golden age" of students' writing ability. Nonetheless, these editorial and rhetorical abilities remain of concern to most faculty.

What is the role of writing in university and college classes? How much writing should students expect to do?

College faculty assign writing for a variety of purposes: to help students engage critically and thoughtfully with course readings; to help students demonstrate what they understand from readings or lectures; to structure and guide students' inquiry; and to encourage independent thinking. Moreover, writing assignments are designed to give students a voice in class discussions, helping them to prepare for active participation in group conversations.

Typically, ten-week quarter courses will require two short 1000-1500-word essays or one short paper and a somewhat longer research or final paper. Large lecture classes will typically require one or two midterm exams with multiple choice and short essay questions, a final exam with similar format, and often an analytical, research-based essay. Semester length courses (15-18 weeks in length) generally will also require two midterm exams with multiple choice and short essay questions and a final exam with longer essay questions and usually an analytical research based essay. Writing courses assign more essays, typically four in quarter courses and six to eight in semester courses and often include one sustained essay or research paper of 8 or more pages. Depending on the course, students may also be asked to do lab reports or various kinds of informal writing—"quickwrites," response journals, or narratives.

College faculty also assign writing in order to get to know how students think, to invite them into the ongoing intellectual dialogue that characterizes higher education. They look for evidence in papers that students are stretching their minds, representing others' ideas responsibly, and exploring ideas. We could say that writing in college is designed to deepen and extend discourse in the pursuit of knowledge.

What types of writing are students asked to submit?

Because lower division students must usually complete general education requirements (introductory courses in a wide variety of disciplines), the writing tasks vary depending on the course. However, generic tasks underlie disciplinary writing tasks that at first seem diverse. Faculty in our study report that the most frequently assigned writing tasks require students to do the following:

- analyze information or arguments
- synthesize information from several sources

- provide short-answer responses or essays
- write to discover and learn new ideas
- provide factual descriptions
- narrate events or report facts
- summarize ideas and/or information contained in a text
- critically analyze the ideas or arguments of others
- generate research reports
- write expository and argumentative essays

...30% of the final course grade is based on out-of-class writing.

Composition faculty in our study assigned all these tasks more frequently than their colleagues in other disciplines and were also more likely to assign brief summaries of readings and argumentative essays. The importance of writing in classes taught by faculty across the disciplines varies widely, with some describing writing as "essential," others as a "small component," and a few as "relatively minor" or nonexistent. In general education classes or those with a disciplinary focus, on average 30% of the final course grade is based on out-of-class writing. Some faculty noted they do not emphasize writing because of the nature of the course (e.g., public speaking or computer programming). In their narrative comments, other faculty reported that students' difficulty in thinking critically and creatively and their generally weak writing skills prevented them from completing writing assignments successfully, especially the more challenging tasks. Nonetheless, even faculty who acknowledged students' difficulties with writing emphasized that students should be able to write clearly and concisely, not only for their success in college, but also for their success in their future professions.

These data indicate that college writing assignments frequently require analysis, synthesis, and, notably, research. Students therefore need to understand what constitutes plagiarism, what is common knowledge, when to use quotations, when to paraphrase, and how to cite works appropriately. Students unprepared for such tasks will be at a disadvantage when they enter college.

Will students receive additional writing instruction once they are enrolled in college or university classes?

The answer is both yes and no. Entering students are required to complete introductory composition courses; however, they may well be asked to complete complex writing tasks across the disciplines with little instruction provided. They may be asked to write research papers, expository or persuasive essays, lab reports, summaries, abstracts, reviews, interviews, or other demanding

assignments. Additionally, most public California universities have established an upper-division writing requirement or exit examination for graduation.

Illustration 4, which illustrates the writing instruction that students are likely to receive in college, shows that only in their composition courses are students likely to receive instruction that prepares them for typical college writing tasks.

College composition faculty in our survey report an emphasis on teaching students to respond to challenging writing tasks that require critical thinking, and, hence, writing instructors are most likely to provide instruction in the following areas:

- writing argumentative essays (72%)
- analyzing information or arguments (69%)
- synthesizing information from several sources (63%)
- writing research papers (59%)
- evaluating others' work (56%).

By comparison, relatively few faculty teaching general education or courses across the disciplines are likely to provide instructional support in those areas just noted. Only 20-25% of the faculty in non-writing courses indicate that they provide instruction in argument or research. Although somewhat higher percentages report that they would introduce or reinforce instruction in analyzing information or arguments (38%) and synthesizing information from several sources (31%), a substantial majority will not provide such instruction.

Is writing instruction available outside of class?

Most colleges and universities offer a range of support services and resources designed to provide help for students who are having difficulties with their reading and writing assignments. Writing centers, which generally provide specialized instructional workshops and one-to-one tutorials, are a particularly valuable resource for students having difficulty completing their writing assignments, as are reading labs and other tutorial services. However, only

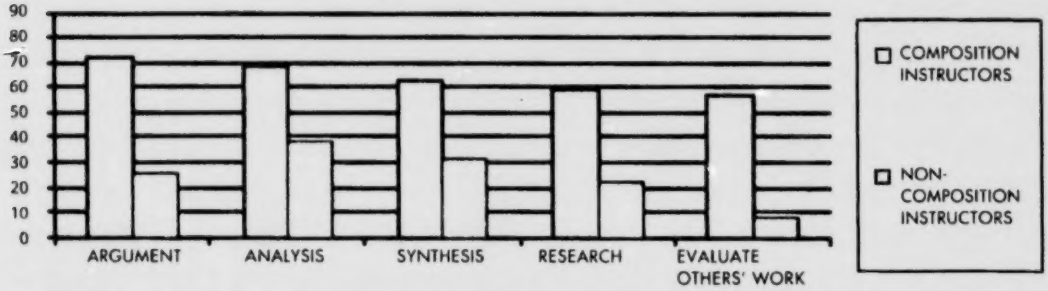

ILLUSTRATION 4. PERCENT OF INSTRUCTORS PROVIDING WRITING INSTRUCTION

...they are expected to "speak with a command of English language conventions." These abilities, when regularly addressed and evaluated in the years before high school graduation, would equip entering college students to perform requisite listening and speaking tasks.

between 5-10% of our faculty respondents indicate they refer students to such outside resources for additional help. Students who need help overcoming their lack of preparation, therefore, will generally need to find campus instructional resources on their own and to engage in practices of self-advocacy noted earlier.

LISTENING AND SPEAKING COMPETENCIES

When asked to identify abilities related to college success, respondents from all segments identified listening, participation in discussions, and comprehensible speech as important contributors. (See Illustration 5.) Full participation in intellectual discussions and debates depends upon clear speech and use of the vocabulary of the discipline.

The California English Language Arts Content Standards call for specific listening and speaking abilities: students are expected to "formulate adroit judgments about oral communication, deliver focused and coherent presentations ... and use gestures, tone and vocabulary tailored to the audience and purpose." Additionally, they are expected to "speak with a command of English language conventions." These abilities, when regularly addressed and evaluated in the years before high school graduation, would equip entering college students to perform requisite listening and speaking tasks. Successful students must be able to do the following:

- attend to and understand directions for assignments
- listen and simultaneously take notes
  - identify key ideas
  - identify subordinate ideas

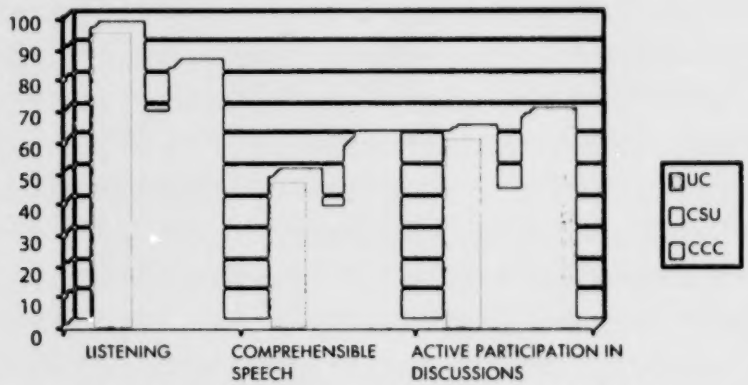

ILLUSTRATION 5. IMPORTANCE OF LISTENING AND SPEAKING WELL IN COLLEGE

    - differentiate between illustrative comments, supporting evidence, and evidence which contradicts the thesis
- retain information received through listening
- fulfill a range of roles in small group discussions
- participate in class discussions
    - ask questions for clarification
    - ask clearly framed and articulated questions
    - ask how comments are related to the stream of ideas.

Why are these competencies in listening and speaking important and how are they related to reading and writing?

Listening and speaking skills enable students to be full participants in their own education: (1) much of their college-level work requires them to be active, discerning listeners in lecture and discussion classes and to make critical distinctions between key points and illustrative examples, just as they must do when they read and write; (2) the habits of mind expected of students—their curiosity, their daring, their participation in intellectual discussions—are predicated upon their ability to convey their ideas clearly and to listen and respond to divergent views respectfully; (3) their own self-advocacy requires students to seek clarification, ask questions, request help—tasks similarly dependent upon their ability to comprehend instructions and communicate their academic needs forthrightly; and (4) of greatest significance, their involvement reflects the aims of American public education—to prepare an educated citizenry for our participatory democracy.

All students who enter college without having developed essential, critical listening skills or who have not had ample practice speaking in large and small groups will find themselves disadvantaged. This point will be emphasized in the next discussion about students whose home language is not English.

COMPETENCIES FOR STUDENTS WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH

California is unique in the nation in the linguistic and cultural diversity of its students. According to the California Department of Education, language minority students comprise nearly 40% of all K-12 students. These students come from homes in which a language other than English is spoken as a primary language and are commonly referred to as second language, or L2, learners of English. (See Appendix C for a discussion of the varieties of L2 learners in California's schools.)

The dominant perception among our faculty respondents is that many L2 students are not prepared to meet college level academic demands.

Second language learners are expected to control the same set of competencies for success as other students upon entering postsecondary institutions. Even L2 students who are still taking English as a Second Language (ESL) courses at the postsecondary level must simultaneously meet the reading, writing, listening, and speaking demands of college-level courses.

To what extent do our non-native English speaking students meet English competency requirements in colleges and universities?

The dominant perception among our faculty respondents is that many L2 students are not prepared to meet college level academic demands. Sixty-four percent of the respondents noted that ESL students experienced difficulties in reading or writing at the college level. However, some faculty stated that while ESL learners lacked writing competency and struggled with sentence structure, word choice, and grammar in writing tasks, native English speaking students often made similar errors.

Some evidence from the study shows that because faculty are concerned that all students be able to succeed, faculty may be adversely altering both the instructional delivery and the kinds and amounts of reading and writing assigned. As one CSU respondent commented: "If I had more confidence that ESL students would get help with their writing, I would include a variety of assignments." This need for additional resources outside the classroom for "ESL students" was noted by other respondents who cited increased numbers of English language learning students needing special assistance.

One UC respondent commented that systemwide "ESL problems are seriously and largely unacknowledged by college authorities." Such perceptions may reflect, in part, the difficulty of differentiating among populations of L2 learners and hence finding either instructional or institutional remedies. College faculty do not generally differentiate between categories of language minority students; "ESL" is faculty shorthand for many types of students regardless of their varying language problems and backgrounds.

Most educators understand that recent immigrant L2 learners need specialized language instruction. However, it is less obvious to those same educators or their administrators that L2 students who have received most, if not all, of their education in California schools may continue to have special *academic* literacy needs. College faculty who work closely on literacy development with long-term immigrant and American-born L2 learners (often referred to as the 1.5 generation) recognize that many of these students, too, fall well behind their native English speaking peers in meeting the demands of advanced level academic work. As one study respondent commented: "At my college over 60 percent of our students are first- second- or third-generation ESL students.

Special needs of L2 learners require particular attention in K-12 curricula. Programs that provide rigorous work on academic English and ample feedback on language problems will help students to emerge prepared for higher level academic work.

While third-generation students speak English well, they still tend to have writing problems that were not adequately addressed in California high schools."

What kinds of instruction do L2 students need to meet college/university competency requirements?

Educators at all levels have a responsibility to ensure that minority language students have access to and succeed in higher education, in accordance with California's Master Plan. Special needs of L2 learners require particular attention in K-12 curricula. Programs that provide rigorous work on academic English and ample feedback on language problems will help students to emerge prepared for higher level academic work.

In order to provide appropriate instruction for each individual L2 learner, we must recognize the different subgroups of second language learners, distinguished primarily by such differences as length of residence in the U.S., years of U.S. schooling and English language proficiency, both oral and written. These subgroups have been given many different labels, both in educational documents and the public arena. As a result, educators and the public are often confused as to which students are considered "ESL," one of the most commonly used terms to identify non-native English speakers.

In the California K-12 school system, L2 learners have been designated, based on language assessment, as LEP (Limited-English Proficient) or FEP (Fluent-English Proficient). LEP learners are now usually referred to as ELLs (English Language Learners).

By the time they enter California secondary schools, many L2 students have been designated FEP on the basis of their oral fluency. Considerable evidence suggests, however, that this designation fails to measure learners' proficiency in academic English, which requires dispositions and skills beyond those of conversational fluency. Classification of L2 students as FEP (fluent English proficient) is best determined by assessment of the multiple abilities necessary in academic situations: reading, writing, listening, and speaking.

Academic English competence for L2 learners, as well as for native English speakers, involves not only reading and writing but also academic listening and speaking proficiency as described earlier. Current research indicates that achieving academic English proficiency is difficult even for those language minority students who are successful in their high school courses. Consequently, secondary instruction must offer both ELL and FEP learners significant opportunities for practicing academic English. Some of the

specialized kinds of instruction that many second language learners need are described in Appendix D.

Students' success in college has as much to do with their ability to find information as to recall it.

What is the relationship between ESL instruction and instruction regarded as remedial?

Instruction in academic English for second language learners should be distinguished from remedial instruction, just as courses in foreign language instruction for native English speakers are not considered remedial. With adequate time and intensive focus on language acquisition, second language learners will meet secondary content standards established for all students. L2 learners, their peers, parents, teachers, and administrators should understand that special language instruction is not remedial. Given this awareness, L2 students will be more likely to further develop academic English through ESL work at the college level.

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The demands of postsecondary academic reading, writing, listening, and speaking tasks are, by nature, considerably more challenging than many of those in secondary schools. Consequently, entering L2 students who have been designated in high school as orally proficient may need additional help to develop advanced level academic abilities. In collaboration with postsecondary educators, teachers and parents of high school minority language students can help L2 students recognize (1) that seeking specialized instruction in academic English is both desirable and necessary and (2) that additional time may be required to complete requirements essential for success at the baccalaureate level.

TECHNOLOGY COMPETENCIES AND STUDENT SUCCESS

According to the Association of American Colleges and Universities,

> *Technology has ... transformed the nature of the learning community and the definition of a classroom. It will continue to shift learning from the ability to amass (or remember) facts to the ability to adapt to constantly changing ways of finding information, and then efficiently evaluating its validity, and finally using it in ethical and creative ways. (Greater Expectations, Update Work-in-Progress Statement #2, revised June 2001, iii)*

The importance of this shift away from amassing a knowledge base to acquiring techniques to find the knowledge cannot be overstated. Students' success in college has as much to do with their ability to find information as to recall it.

The traditional route to finding information and conducting research, either in print forms or experientially, has now extended to technology-based research whose resources increase exponentially. Our study indicates that faculty expect entering students to have mastered basic elements of technology and the computer. The following competencies are considered essential to success in college. Students should be able to

- type
- use word-processing software to cut, paste, and format text; spell-check; and save and move files
- navigate e-mail; compose, send, and receive e-mail; and post attachments
- employ e-mail etiquette
- navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., com, net, edu, org, gov)
- use search engines effectively
- evaluate the authenticity of the Website, the credibility of the author, and the validity of material found on the Web
- know how to cite Internet sources
- know what constitutes plagiarism and how to avoid it when using the Internet.

Other competencies, while not essential, will enable a student to perform well in college. The following are considered desirable competencies:

- contribute to discussions online;
- use visual aids or applications-based visual programs (such as PowerPoint) to present original work or research or support the content of an oral report; and
- create and maintain a Website.

What is the role of technology in college and university classrooms?

Study questions concerning educational uses of technology elicited a wide range of responses: some faculty strongly oppose its use, and others strongly favor it. Those in favor feel that information technology—as well as sufficient technical knowledge—is essential to success in college and career and that its use actually enhances critical thinking, reading, and writing. Those opposed to the classroom use of technology feel that the most important skills for high school students are, simply, critical thinking, reading, and writing. Some CSU campuses and community colleges have now added information competency as a graduation requirement. In some instances, that requirement may obligate students to take an additional course; on other campuses, opportunities to demonstrate information competency will be infused throughout the coursework.

What constitutes "information competency"? Is it expected of entering students?

Information competency, as described in *Information Competency in the California Community Colleges* (Academic Senate of California Community Colleges, 1998), is

> *the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.*

This document notes the link between technology's significant contribution to intellectual sharing and discussion and critical reading, writing, and thinking.

The Academic Senate of the California State Universities similarly notes

> *that information competence is the ability to find, evaluate, use, and communicate information in all of its various formats, including the plethora of electronic communications. In other words, information competence is the fusion or integration of library literacy, ethics, critical thinking, and communication skills.*[3]

Students need to understand how audience and purpose shape writing, even in as informal a forum as e-mail. In fact, faculty lament the e-mail shorthand and overly casual tone that often characterize students' e-mail exchanges. These informal notes subject students to the same kind of judgments that their in-class work may generate. Seriousness of purpose (or the lack thereof) is taken to reflect an attitude about learning itself. And while many entering students are familiar with some technological elements (notably e-mail and Web browsing), few demonstrate the crucial ability to evaluate online resources critically. Students need to form questioning habits when they are reading, and this is especially true of the material found on the Internet.

Students need to form questioning habits when they are reading, and this is especially true of the material found on the Internet.

As experts note, students should be able to look for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness when they evaluate sources[4].

[3] *"Information Competence." Academic Senate CSU, May 1998 available online at http://www.calstate.edu/acadsen; see also "Baccalaureate Education in the CSU" (1998), emphasizing the significance of information competence each CSU graduate must master. An additional document, also published in 1998 and intended as a "framework systemwide planning," "The Cornerstones Report: Choosing Our Future" (January 1998), underscores the importance of this competency.*

[4] *Richard Paul and Linda Elder, The Miniature Guide to Critical Thinking Concepts and Tools, The Foundation for Critical Thinking, http://www.criticalthinking.org*

How much use of technology should students expect to encounter?

Many faculty routinely use e-mail and listservs to communicate with their students. They may use electronic sites to post assignments, encourage online discussions, or conduct auxiliary work essential to student success in that course. A growing number also require students to submit drafts or final written assignments online or to avail themselves of online handbooks or resources that complement their textbooks. Most faculty—whether or not they lean away from technology—feel that the Internet is an important, albeit sometimes problematic, source for research. Several respondents expressed concern that students do not have enough experience in evaluating Internet sources and that Web research increases the possibility of plagiarism. Therefore, instruction in evaluating sources (both print and electronic) and lessons in defining plagiarism and learning how to avoid it are important for college success.

Illustration 6 indicates faculty response to questions about whether they now use or soon intend to use technology in their classes.

Currently, the following percentages of faculty either require or recommend that their students are able to do the following

- use e-mail (67.5 %)
- use word-processing software (63 %)
- use a Web browser for research (53.6 %)
- evaluate Web sources (42.2 %)
- submit drafts and papers electronically (34.3 %)
- use electronic handbooks or references (32.9 %).

ILLUSTRATION 6: FACULTY USE OF TECHNOLOGY

A = FACULTY WHO REQUIRE STUDENTS TO MAKE USE OF ONLINE MATERIALS OR RESOURCES (E-MAIL, WEBSITES, WEB BROWSERS)

B = FACULTY WHO WILL INCORPORATE COMPUTERS IN TEACHING SOME ASPECT OF COURSE

C = FACULTY WHO WILL USE COMPUTER-ASSISTED DELIVERY IN CLASSROOM

D = FACULTY WHO WILL OFFER COURSE PARTIALLY ONLINE TO SUPPLEMENT CLASSROOM WORK

Academic literacy is an institutional obligation.

As faculty's familiarity, comfort, and confidence in these resources grow, the following activities will become more central to colleges and universities: joining a class listserv, a threaded discussion, or mailing list; consulting experts by e-mail; presenting material in Web format or media such as PowerPoint; using interactive lab-based software; keeping electronic logs or journals; creating multimedia documents; publishing work on a Website; using "chat rooms"; using video conferencing.

Will students who haven't yet acquired these skills receive instruction?

Few faculty offer instruction in the use of these tools, yet they expect students to know how to use word-processing software, and they believe that students have an advantage in college if they are familiar with how to maneuver their way through e-mail and Web-based research. This advantage is especially apparent in classes in which writing is a recursive process; word-processing software fosters student revision and may encourage students to engage fully in writing as a process, resulting in more frequently revised and polished work for submission.

The California English Language Arts Content Standards assume that graduating students will be able to "deliver multimedia presentations." Though such presentations are not currently an essential competency, university faculty assume that students who enter without this or other technological skills will demonstrate the habits of mind and self-advocacy to further their education. Students are expected to seek out campus learning resources (including workshops or non-credit courses), pursue tutorial assistance, and establish study groups comprised of those with diverse talents. Finally, students who know how to navigate the Net and to evaluate Web sources will have acquired a skill that they will use in most of their courses in college.

ACADEMIC LITERACY ACROSS THE CONTENT AREAS

All of the elements of academic literacy discussed in this report—reading, writing, listening, speaking, critical thinking, use of technology, and habits of mind that foster academic success—are expected of entering freshmen across all college disciplines. Therefore these competencies need to be developed in each of the content areas in California high schools. Traditionally, English teachers have been primarily responsible for students' literacy, while they simultaneously teach their own requisite content area—notably literature. In order to be prepared for college and university courses, students need greater exposure to and instruction in academic literacy than they receive solely in English classes. Academic literacy is an institutional obligation.

How should students acquire academic literacy?

We applaud recent efforts toward collaboration and articulation between high schools and colleges and urge that these efforts be continued and expanded. Moreover, we believe that greater coordination of literacy education among subject areas within high schools is called for. Just as the focus in education has shifted from amassing knowledge to learning how to find and apply knowledge, we believe that academic literacy is also an experiential learning process. Students who acquire the competencies outlined in this report in every one of their classes will be able to see the connections between content and modes of learning in all subject areas. Their skills will be reinforced and expanded across the school. Students who then exercise these skills in every area of study will be preparing themselves not only for college but for a lifetime of seeing the interconnections among the disciplines. They will be able to read, write, think, and communicate in the larger world for which they are preparing themselves to become educated citizens.

PART II

STATEMENT OF COMPETENCIES

The following grid lists the competencies discussed in Part I, unless otherwise noted. On the grid also appear references to two other Content Standards: those adopted by the State Board of Education (the California Language Arts Content Standards) and those recommended by teaching experts in California's high schools and faculty from California's community colleges, California State Universities, and the University of California (the CERT Standards). A compilation of those standards appears in their entirety in Appendix B.

We remind readers that the chart is offered as a convenience and a point of comparison to Appendix B. As noted earlier, we caution readers against seeing "competency" as mere lists or sets of discrete "skills"; rather, we urge you to consider the contributions each makes to a larger, more holistic "competency" or "ability" in reading, writing, critical thinking, and the habits of mind that prepare students for academic success.

ICAS STATEMENTS OF COMPETENCIES

2002 ICAS COMPETENCY STATEMENT	Comparable Reference in California Language Arts Content Standards	Comparable Reference in CERT Standards
Fostering Habits of Mind Essential for Success: Academic Literacy and Critical Thinking		
Students entering colleges and universities will be expected to • sustain and express intellectual curiosity • experiment with new ideas • generate hypotheses • synthesize multiple ideas into a theory • identify and use rhetorics of argumentation and interrogation in different disciplines, for different purposes, and for diverse audiences • read skeptically • prepare and ask provocative questions • challenge their own beliefs • engage in intellectual discussions • manifest interest in and exhibit respect for others' diverse views • postpone judgment and tolerate ambiguity • respect principles as well as observations and experiences • respect facts and information in situations where feelings and intuitions often prevail • compare and contrast own ideas with others' • interrogate own beliefs • sustain and support arguments with evidence • embrace the value of research to explore new ideas through reading and writing • enjoy the exchange of ideas • work collaboratively on reading and writing • meet deadlines for assignments • demonstrate initiative and develop ownership of their education • exercise the stamina and persistence to pursue difficult subjects and tasks • work collaboratively with others • gain attention appropriately • be attentive in class • exercise civility • engage in self-advocacy	[Not addressed in this Standards Statement]	[Not addressed in this Standards Statement]

Making The Reading/Writing Connection	**Cal LACS**	**CERT**
Students entering colleges and universities are expected to		Reading for Information
▸ read texts of complexity without instruction and guidance	2.0	1
▸ summarize information		2.1
▸ relate prior knowledge and experience to new information		
▸ make connections to related topics or information		2.2, 2.3, 3.
▸ synthesize information in discussion and written assignments		
▸ synthesize information from reading and incorporate it into a writing assignment		1.1; (Interpret)1.5
▸ argue with the text		
▸ anticipate where an argument or narrative is heading		
▸ suspend information while searching for answers to self-generated questions		
Reading Competencies		
Students entering colleges and universities will be expected to	Reading Strategies	Reading for Inform/Under.
▸ read a variety of texts, including news articles, textbooks, essays, research of others, Internet resources	2.0	1. 2, 2.0
▸ read texts of complexity without instruction and guidance	2.0	1
▸ use vocabulary appropriate to college-level work and the discipline	1.0	1, 1.4
Students entering colleges and universities will be expected to demonstrate these features of reading:		
Comprehension and Retention		
▸ summarize information		2.1
▸ summarize reading		
▸ analyze information and argument	2.0, 2.1, 2.3, 2.4, 2.5	1.2, 1.3
▸ retain the information read		
▸ identify the main idea of a text		1.2, 1.3
▸ determine major and subordinate ideas in passages		1.3; Writing to Learn 2.1.3, 2.2
▸ synthesize information from assigned reading		
▸ synthesize information from reading and incorporate it into a writing assignment		2.1.3.3; Writing to Learn 2.3.3; Finding 2.
▸ identify appeals made to reader	2.6	1.1 (Finding)
▸ use the title of the article/essay/text as an indication of what will come		
▸ predict the intention of the author from extratextual cues		
▸ understand "rules" of various genres		1
▸ retain versatility in reading various forms of organization—both essay and paragraph		
▸ read texts of complexity without instruction and guidance	2.0	1
▸ decipher the meaning of vocabulary from the context		1.4

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▸ have strategies for reading convoluted sentences		
▸ reread (either parts or whole) for clarity		
Depth of Understanding		
▸ identify the evidence which supports, confutes, or contradicts a thesis	2.6	3
▸ argue with the text	2.4	3.1
▸ retain information while seeking answers to self-generated questions		
▸ understand separate ideas and then be able to see how these ideas form a whole		
Depth of Analysis and Interaction with the Text		
▸ read with awareness of self and others		
▸ anticipate the direction of an argument or narrative		
▸ suspend information while searching for answers to self-generated questions		
▸ relate prior knowledge and experience to new information		3.2
▸ make connections to related topics or information		2.2, 2.3; 1.1 (Interpret)
▸ identify appeals made to the reader [pathos, logos, ethos]	2.6	1.1 (Finding)
▸ have patience		
Writing Competencies	**Cal LACS**	**CERT**
Students entering colleges and universities will be expected to demonstrate these features of writing:	Writing Strategies	Writing to Learn and Communicate
Invention		
▸ generate ideas for writing by using texts in addition to past experience or observations	2.1.4	1
▸ duly consider audience, purpose	1.1	1
▸ participate in recursive prewriting process		
▸ develop main point or thesis		
Arrangement		
▸ develop thesis convincingly with well-chosen examples,	1.0	1.1
▸ reasons, and logic		
▸ organize information		1
▸ structure writing so that it is clearly organized, logically developed, and coherent	1.3	1
▸ structure writing so that it moves beyond formulaic patterns that discourage critical examination of the topic and issues		
▸ use revision techniques to improve focus, support, and organization		1.1., 1.2, 1.4.
Style/Expression		
▸ vary sentence structures and word choice as appropriate for audience and purpose	Writing to Learn 1.9	1, 1.3, 2.1.2; Grammar 1.4
▸ edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions	2.0; (Written/Oral Conventions 1.1, 1.3)	Grammar: 1, 1.1, 1.2, 1.3, 1.5, 1.6, 1.7

Students will be assigned writing tasks that require them to do the following:		
▸ write to discover and learn new ideas		
▸ critically analyze or evaluate the ideas or arguments of others	Writing Applications 2.2	Finding, Analyzing Info
▸ summarize ideas and/or information contained in a text		2.1.3, 2.3.5
▸ write well-organized, well-developed essays	1.0	1
▸ synthesize ideas from several sources		2; Interp Lit 1.5; Finding 2.1
▸ provide factual descriptions		2.1.3
▸ report facts or narrate events		2, 2.1.0-2.1.4
▸ prepare lab reports using conventions of the discipline		2.4
▸ produce informal writing in and out of class (e.g., journals, "quick-writes")		3
▸ provide short answer responses or essays		
▸ conduct college-level research to develop and support their own opinions and conclusions	1.6-1.8	
▸ use the library catalog and the Internet to locate relevant sources	1.6	Finding 2.3
▸ critically assess the authority and value of research materials that have been located		Finding 1.2-1.8
▸ correctly document research materials to avoid plagiarism		

Listening and Speaking Competencies in Academic Settings	Cal LACS	CERT
Students entering colleges and universities will be expected to demonstrate these strategies of	Listening/Speak	Speaking/ Listening
Listening		
▸ listen and simultaneously take notes		
▸ identify key ideas of speakers in lectures or discussion, identifying the evidence which supports, confutes, or contradicts the thesis	1.0	1.2
▸ infer meaning of unfamiliar terms		
▸ identify digressions and illustrations		1.2
▸ identify emotional appeals	1.1, 1.2., 1.3., 1.6, 1.12	
▸ retain information		1.3, 1.5. 2.4. 2.5
▸ participate in class discussions		1.3
▸ produce comprehensible speech		
▸ use the vocabulary of the discipline	1.0 (Conven/ Oral)	2.1
▸ attend to and understand directions for assignments	1, 1.8	
Speaking		
▸ ask clearly framed and articulated questions		
▸ engage in intellectual discussions and the serious interrogation of diverse views		1.4, 1.6
▸ ask questions for clarification		1.6, 2.4, 2.5
▸ contribute to class discussions		1.4, 1.6, 2.7
▸ employ transitional language to show how various ideas are related		2.7

Additional Listening and Speaking Competencies Expected of Students Whose Home Language is Not English (See Appendix D)		
In addition to the other competencies noted, L2 Learners should be able to do the following:		Speaking/Oral Writing
▸ comprehend English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations		2.2, 2.6
▸ identify nuances of meaning indicated by shifts in vocal inflection and non-verbal cues, such as facial expressions or body language		Speaking/List 2.4; Conventions 1.1, 2.6
▸ recognize the spoken form of vocabulary–including idiomatic expressions–previously encountered only in written form		
▸ demonstrate a full range of pronunciation skills including phonemic control mastery of stress and intonation patterns of English		2.2 2.5

Technology Competencies	Cal LACS	CERT
Students entering college are expected to be able to do the following: ▸ type ▸ use word-processing software to cut, paste, and format text; spell-check; and save and move files ▸ navigate e-mail; compose, send, and receive e-mail; and post attachments ▸ employ e-mail etiquette ▸ navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., com, net, edu, org, gov) ▸ use search engines effectively ▸ evaluate material found on the Web, including the authenticity of the Website and the author, and the validity of the material ▸ know how to cite Internet sources ▸ know what constitutes plagiarism and how to avoid it when using the Internet In addition, while not yet considered essential, the **desirable** competencies listed below will enable a student to pursue greater success: ▸ submit drafts and papers electronically ▸ use electronic handbooks or references ▸ join a class listserv, a threaded discussion, or mailing list ▸ consult experts by e-mail ▸ present material in Web format or media such as PowerPoint ▸ use interactive lab-based software ▸ keep electronic logs or journals ▸ create multimedia documents; publish work on a Website ▸ use "chat rooms" ▸ use video conferencing	Writing Strat 1.8; Writing Appl 2.6; Speak Appl 2.4	

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PART III

STRATEGIES FOR IMPLEMENTATION

Implementing an intellectually challenging curriculum and enacting an inquiry-based pedagogy to prepare students for college present enormous challenges; certainly, high school teachers cannot assume this implementation alone. Those who agree with the gist of our recommendations need to discuss this document with colleagues who claim that college faculty don't understand the culture of overcrowded and underfunded high schools, in which many of the pervasive problems of our society, such as poverty and racism, take their toll.

...we believe that literacy skills serve as the foundation for greater equity.

Other readers, doubtless, will say that the habits of mind that we promote are simply beyond the reach of vast numbers of students in today's schools. Moreover, some may find our recommendations for more nuanced awareness of English language learners' needs well-meaning but naïve.

We acknowledge our optimism but not our naivete. Task Force members have all seen teachers, students and parents overcome daunting odds by working together and with allies. We have seen extraordinary collaborations across grade levels and institutions that change people's lives. We believe that a sustained collective effort by high school and college educators to raise expectations and deepen resources to support student learning will make a difference. We affirm the role of California schools in enhancing democracy, and we believe that literacy skills serve as the foundation for greater equity.

We recommend imaginative and practical professional development as a central component of improving literacy education.

Moreover, we hope that all educators, in all segments, will practice the habits of mind and the skills and competencies described in this document across all disciplines. Students whose teachers model active reading, writing, speaking, and listening practices will be better prepared for college reading and writing assignments and class participation.

How can faculty and public school educators work together to address literacy?

We recommend imaginative and practical professional development as a central component of improving literacy education. If high school teachers and college faculty form partnerships to analyze student writing and the assignments they give across the curriculum, and together develop critical reading strategies for all content areas, we can make progress. If we explore together the influence of high-stakes tests and state standards on pedagogy, we can improve instruction. When these meetings are jointly organized and led, pervaded by a sense of mutual exploration, they will benefit both groups by refining our understanding of how responsibility for literacy education should be distributed across departments and between institutions.

To implement our recommendations concerning reading and writing, local schools and districts can create institutes similar to the California Subject Matter Projects, such as the California Writing Project and the California Reading and Literature Project. Participants meet to examine how teachers in a school can coordinate reading and writing assignments, develop common rubrics, and explore their own writing as a component of a vibrant program for students. Regular professional development opportunities can include presentations by classroom teachers and college faculty about their own research efforts. These seminars and workshops can inspire practical and positive change.

Colleges and universities also need to provide incentives to faculty to join partnerships with schools with the expectation that they will improve college teaching. University faculty can teach more effectively if they understand their students' previous high school experiences.

Finally, for our recommendations in this report to be useful, educators should resist treating them as prescriptions. This document is an expression of an ongoing dialogue among educators; we anticipate such continued dialogue will result in its frequent revision.

What can high school students and their teachers do to foster the habits of mind that lead to student success?

Successful students learn that membership in an academic community depends on their engagement with complex ideas and not just with their own

...students must also assume a measure of responsibility for their own learning. In short, they must discern crucial values of the academic community...

experience. Consequently, high schools should offer students opportunities to enjoy collective intellectual work, and colleges should sustain that practice.

By the same token, just as they must pursue collective intellectual work, successful students must also assume a measure of responsibility for their own learning. In short, they must discern crucial values of the academic community:

- the value of coming to class with questions about the assigned reading;
- the value of meeting deadlines;
- the value of going to faculty office hours to discuss assignments;
- the value of taking notes in class as a means to facilitate both retention and discovery;
- the value of listening to and respecting others' points of view in order to engage in critical debate; and
- the value of exercising civility and eschewing rudeness.

If high school students are encouraged to generate critical responses to what they read, see, and hear, and to develop a healthy skepticism toward their world and the texts through which they read it daily, they will not be overwhelmed by college assignments. If they are taught to formulate those responses into a cogent hypothesis and to organize their development of that hypothesis with precision, to consider audience and choose language appropriate to it, to evaluate and marshal evidence, to refute the opposition, and to conclude with a purpose in mind, they will be well-prepared to use these critical skills for further study. What seems clearly essential is a renewed emphasis on the intimate connections between thinking and reading and writing.

If high school students are taught to revise essays, with a sense of re-seeing their argument, and if they are taught to be open to astute criticism and evaluation from other readers of their work, their first-year college courses can enhance and develop these requisite abilities.

If high school students acquire the habit of mind that hard work devoted to writing a paper or to understanding a complex text has a distinctive pleasure and should not be avoided, they will be able to challenge themselves and the world around them and to derive satisfaction from their meaningful efforts. Learning should be a positive endeavor filled with surprise, and students' attitudes regarding reading and writing should nurture their personal and public identities. College faculty are eager to invite students into the beauty of learning, and we must nurture this possibility throughout students' educational careers.

We must teach our students to be active makers of meaning and teach them the strategies all good readers employ: to think critically, to argue, to compare, to own an idea, and to remember.

Are there additional strategies to promote the reading-writing-thinking connection?

Yes. High school students who embrace reading and writing as tools for learning (about their own lives and about academic subjects) are equipped to take advantage of what college offers them. We must teach our students to be active makers of meaning and teach them the strategies all good readers employ: to think critically, to argue, to compare, to own an idea, and to remember. For example, high school students who seek out others' views by reading journal articles and doing interviews in order to develop their own positions will have the predisposition to value multiple points of view. And teaching reading strategies and close reading of all literary and non-literary texts will teach our students to honor precision and to learn inference.

The current emphasis on high stakes testing and the inevitable concern about "teaching to the test" prompts two observations:

First, we affirm the 1995 Resolution of the National Council of Teachers of English (NCTE). The organization stated, in part, that

> *NCTE has repeatedly warned that a preoccupation with large-scale standardized testing leads to distortion and reduction of this curriculum and to unwise expenditure of public funds that could be better spent on teaching programs. Be it therefore*
>
> > *Resolved, that the National Council of Teachers of English reaffirm its opposition to narrowly conceived standardized tests of isolated language skills and decontextualized information.*

Second, we acknowledge that public pressures may induce some teachers to focus all instruction on features of a test; but we assert that if the appropriate connections are made between reading-writing-critical thinking, throughout the curriculum and in all classroom work, students acquire the abilities needed to confront any standardized test.

...teachers should make a concerted effort to reinforce reading strategies.

How can all discipline faculty work together to reinforce the reading skills students have begun to acquire?

All teachers in high school and college, not just English teachers, should make a concerted effort to reinforce reading strategies. They should remind students "how" to read for comprehension; how to find the position of the author; how to check his/her credentials; how to embrace many ideas in one's head; how to connect to prior knowledge as they

Once college-bound students reach the last two years of high school, their teachers should engage them in writing tasks that demand analysis, synthesis, research, and critical thinking...

read; how to question the text; how to predict where the author might go; how to identify appropriate evidence for the argument posed; how to keep track of the sequence of points used in the development of a single argument; how to reduce a complicated discussion to a simple statement; how to mark a text; how to take notes; and how to identify a hierarchy of information or evidence. Disciplinary faculty are encouraged to seek out reading professionals. For example, some community college discipline faculty collaborate with reading specialists to have their students' reading abilities assessed during a class meeting early in the semester; depending on the results, some students may be given additional assistance or referred to campus resources. All students in that class, however, have a clear sense of how their abilities correspond to the reading demands posed by the class. This strategy might be easily replicated in the high school setting.

Teachers in all disciplines must also help students develop effective critical reading strategies. Merely assigning additional reading without instructional guidance will not lead to improved reading abilities. Faculty should provide study questions that guide students through unfamiliar texts, formulate short reading quizzes, and promote discussions about the reading. All of these mechanisms will lead to improvement of student critical reading competencies.

What might be done to nurture students' writing abilities?

Writing is a skill that develops slowly, and its development requires consistent practice, response, and reinforcement. Because students receive no more than one or two terms of college-level writing instruction, college or university writing courses are most effective when they build on a solid foundation of high school preparation.

Once college-bound students reach the last two years of high school, their teachers should engage them in writing tasks that demand analysis, synthesis, research, and critical thinking skills to extend students' writing abilities. Informal responses, summaries, and personal experience essays, especially if they lack strong analytical components, do not alone adequately prepare students for assignments they will encounter in college. High school teachers should also move students beyond formulas such as the five-paragraph essay that artificially structure ideas into a preconceived format and hence discourage critical thinking. Of course, students can learn to write from a restrictive, reductive formula (always do X in an introduction, always use Y number of sentences per paragraph, always conclude by repeating the main ideas, etc.), but that writing is often listless and flat. If few intellectual connections are made between the ideas in the paper and the student writer, there is no ownership. In order to provide students practice in writing prose that is clear, accurate, and compelling—prose expected of college writers—

...a strong writing-across-the-curriculum emphasis during high school will prepare students for the similar across-the curriculum writing expectations they will encounter...

teachers must require that students augment personal experiences with examples from outside information and knowledge, much of it culled from their reading.

The sorts of writing entering college students are most prepared to produce—brief summaries, personal experience essays, informal responses, or short answer essays—are all tasks that essentially report or summarize information or observations. Although useful foundations, these basic sometimes narrative tasks do not necessarily require higher order thinking and therefore do not by themselves require students to analyze information and arguments or to synthesize ideas and information from several sources—the two most frequently assigned college writing tasks. As analysis and synthesis engage students in the critical thinking that lies at the heart of the college educational experience, it is essential that high school teachers prepare students to undertake these tasks; otherwise, their students will be disadvantaged when they enter college and may require remedial or developmental writing instruction.

Besides engaging in writing tasks that require synthesis and analysis, students preparing for college need to learn and practice language features of *academic* English. These features include grammatical conventions of standard written English, complex sentence structures, punctuation conventions, and vocabulary appropriate for different kinds of writing. Students need to understand the ways in which written English differs from spoken English. When students do not receive corrective feedback on their language problems and adequate opportunities to work on editing their writing prior to entering college, they often find it very difficult to change patterns of errors that have characterized their writing for many years.

Language features of academic written English are, in general, best taught in the context of actual reading and writing assignments. Rather than learning rigid rules—a set of writing do and don'ts—students can investigate how language is used in real texts. For example, they might examine what kinds of writing do or do not typically use contractions or first person "I." They could discuss why writers might choose certain kinds of structures to express ideas and what effect they have on readers; in this way they come to see grammar as a resource for communication and not only as a source of errors. Students could also consider how grammatical accuracy and appropriate vocabulary promote better interaction between writers and readers.

In addition to solid instruction in English classes, students also need writing instruction and practice in classes in other disciplines; a strong writing-across-the-curriculum emphasis during high school will prepare students for the similar across-the curriculum writing expectations they will encounter in

college. Finally, high school teachers can emphasize the truism that most academic writing responds to other writing and that we earn a place in an ongoing academic dialogue only by engaging others' ideas as we form our own.

In addition, the writing students do for each class will complement and even improve the writing in all other classes

How can high school faculty emphasize writing throughout the curriculum and help students view writing as a recursive process?

English language arts teachers (primarily) bear the burden of teaching students how to write, and consequently students generally learn how to write about literature. If they are to be prepared for college writing demands, high school students need to be assigned writing tasks—and be given instruction in writing—in every course. Only then will they understand the wide variety of writing tasks required of educated citizens, the relationship between audience and expression, and the potential of writing itself as an aid to learning. The more exposure students have to writing, the more comfortable they will become with it, the more willing to use it for all its purposes. In addition, the writing students do for each class will complement and even improve the writing in all other classes.

...research from writing-across-the-curriculum practitioners indicates that teachers who use writing are more pleased with their students and with their classes, and that students' learning increases.

Many high school teachers may be reluctant to assign writing because they have large classes and little time, or because they don't feel qualified to teach writing, or because they don't see how writing fits into their curriculum. Professional development in teaching writing across the curriculum can help dispel some of these reservations. And although not all assigned writing must be read with the same level of intensity, if students are to master the kinds of writing required in college, they require extensive practice and equally extensive feedback on their work. Moreover, a wide variety of assignments that require students over time to review, to reconsider, to reformulate and reorder, to revise genuinely rather than make small editorial changes, will help students understand that writing is always and in all disciplines a recursive and not a linear process.

Though it is true that reading students' writing takes time, seeing writing as a process makes this task less daunting because it allows teachers to respond to selected stages of student work, thereby breaking up a formidable volume of writing into manageable segments. High school discipline faculty who do not currently assign writing may be surprised—and delighted—to learn that research from writing-across-the-curriculum practitioners indicates that teachers who use writing are more pleased with their students and with their classes, and that students' learning increases. (See Appendix E for resources

on this topic.) Implementation of strong writing-across-the-curriculum programs in high schools statewide can help prepare high school students for their writing requirements in college.

How can we work together to ensure the special needs of English language learners?

Secondary and postsecondary educators can determine how best to meet the diverse needs of California's second language learners who seek to acquire sophisticated academic English language competence. However, educational institutions must first identify the backgrounds and address the fundamental language needs of individual L2 learners. Schools should take care not to group all L2 learners together as "ESL students." The reality is that many long-term immigrant residents and many American-born second language learners enter our community colleges and universities needing *academic* English instruction that differs from the instructional needs of their native English speaking peers. Any additional language instruction required of L2 students before they are admitted to college level English courses is designed to promote their academic success, not to hinder it.

...students must enter with basic technological skills that include word-processing, e-mail use, and the fundamentals of Web-based research.

Institutions must promote an understanding that specialized instruction for L2 students is not remediation. All in the classroom benefit when teachers and student peers see L2 students as having language differences, not deficiencies. To this end, high school curricula, like those in colleges and universities, could offer courses for all students that address linguistic and sociolinguistic issues. Of particular importance are understandings of (1) the processes of second language acquisition and (2) the diverse forms of English used in everyday life. Work in these areas will foster appreciation of California's rich language heritage.

Expectations regarding L2 students' performance have been at the forefront of recent California debates concerning standards and requirements for students exiting secondary schools. ESL specialists agree that minority language students should not have separate standards. However, they stress that the K-12 system has the potential to bring all students into eligibility for admission to postsecondary institutions only if L2 students receive appropriate and extensive language preparation.

For this reason, it is critical that secondary and postsecondary educators carefully assess their L2 students' academic performance, then work together to identify areas in which minority-language students need more intensive preparation. Such assessment necessarily includes an examination of students' critical reading and writing abilities, as well as the listening comprehension and speaking skills so instrumental in college success. Therefore, districts

...technological skills and students' critical appraisal of them should also be taught across the curriculum

and administrators making decisions about assessment instruments are cautioned against selecting any testing approach that does not use multiple measures to examine students' abilities. Through carefully orchestrated articulation efforts, the secondary and postsecondary segments can collaborate in developing coursework, programs, and instructional strategies that promote university eligibility and success for California's L2 population.

In summary, there are two objectives for successful L2 programs:

- identification of the special needs of these students through assessment of reading, writing, listening, and speaking; and
- collaboration across segments to design and provide well-founded and carefully structured instruction to address problem areas, with strong competency, not mere adequacy, as the desirable outcome.

How can we prepare students for the use of technology in their college classes?

College and university faculty are sensitive to what is known as the "digital divide"—the ability of some schools and districts to provide rich technological opportunities for students' research and presentation purposes, while other schools and districts cannot. Yet, to be successful in college, students must enter with basic technological skills that include word-processing, e-mail use, and the fundamentals of Web-based research. All students should have access to computers. Technology is used in colleges and universities from the beginning of first-year classes; and while it is no longer cutting-edge, and while technology is not in itself critical thinking or writing or research, it is a means to critical thinking and writing and research that is engaging and important. Therefore, in keeping with the idea that we need to be teaching students how to learn, technological skills and students' critical appraisal of them should also be taught across the curriculum.

CONCLUSION

In order to help college-bound students acquire the skills and habits of mind that academic literacy requires, we need to sponsor greater dialogue among teachers and faculty in different disciplines and, just as important, among high school and higher education faculty. For students to appreciate how central academic literacy is for their success in college and university courses, we need to enrich and animate reading and writing instruction across subject boundaries. For students to embrace the challenge of becoming critical thinkers, reflective and insightful readers, imaginative and compelling writers, and articulate listeners, they must experience the satisfaction of developing critical literacy that can emerge from cumulative, sustained, and inspiring teaching.

The work of this Task Force has been enormously rewarding to its members, in part because we engaged the best aspects of academic community. We sought diverse views, respected and nurtured critical agreement and supportive disagreement, and exercised our analytical habits of mind and our imaginations. We hope that this report makes it possible for greater numbers of students and teachers to participate in the rewards of our collaborative intellectual work.

APPENDICES

APPENDIX A

THE STUDY

PURPOSE OF THE STUDY

Recognizing that academic literacy—critical reading, writing, and thinking—is required of entering students regardless of their course of study, the Task Force wished to conduct in-depth, virtual interviews with our colleagues in all three segments of California's public postsecondary institutions. A review of the literature indicated that no such study had previously been conducted, and we were eager to establish baseline information that might also be of use to other researchers in California in future years.

IDENTIFICATION OF STUDY PARTICIPANTS

The Task Force secured the names of faculty throughout the UC, CSU, and CCC systems who had taught freshmen-level or introductory courses across the curriculum in the past 4 years. These names were culled from four sources: review of online schedules of classes; examination of college and university catalogues; use of community college professional organizations and e-mail lists; and names provided by the CSU Chancellor's office.

E-mail invitations were then sent to the faculty for whom e-mail addresses could be ascertained. The invitation contained a Web-based link that enabled the invitees to access the study's online, interactive, interview questionnaire. Following several pilot tests of the questionnaire, hundreds of e-mail invitations were sent to the identified faculty across the disciplines. A number of invitations were returned because of non-functional addresses, and in some instances, filters on local systems of some colleges or universities rejected invitations sent to multiple faculty members on that campus. For a variety of technical reasons, then, it is not possible to determine the number of faculty who ultimately received and opened their invitations.

RESPONDENTS

Of the 402 responses returned, consultants recommended using the 289 thoroughly completed responses; 88% of those respondents also offered narrative comments and expressed their willingness to be further interviewed. The distribution of courses evaluated by those participants, by segment, is indicated in Appendix A-2.

FUTURE USES OF THIS DATA

The interview questions produced far more information than could be included in this report. Future task forces charged, as we were, with revising an existing competency statement, may wish to review additional information not reported herein. Researchers who wish to explore these findings or who seek other information about the methodology of this study should contact either of the two consultants for this project:

Dr. Robert Daly (University of California, Irvine)
or
Dr. Jerry Rudmann (Coastline Community College)

APPENDIX A-1

TRANSCRIPTION OF WEB-BASED, INTERACTIVE STUDY QUESTIONNAIRE

COURSE IDENTIFICATION:[5]

In this questionnaire, you will be asked to consider the reading, writing, and critical thinking abilities of lower division students. Please consider one such lower division course you have taught or are now teaching and its "typical" students as you respond. In selecting this course, please do not select a course in a shortened summer session or intersession, nor a distance education course.

1. **[Identification of segment (UC/CSU/CCC) and**
2. **Name of Campus, taken from a pull-down menu]**
3. **The course I will use as my reference point is a freshman/lower division course;**

    - ❍ the name of the course is
    - ❍ number of years that I have taught this course
    - ❍ number of students enrolled the last time I taught this course

a. The course I will discuss, is *(check as many as apply)*

- ❍ a developmental/remedial course
- ❍ an introductory or survey course in my discipline
- ❍ a required writing course
- ❍ a course for which there is no prerequisite
- ❍ a GE course
- ❍ a W-designated, writing-intensive course in the UC or CSU system

Relevant Demographic Information

b. Years of teaching experience at a college or university

c. Current appointment is in:

- ❍ Arts (design, dance, music, theatre, painting, etc.)
- ❍ Business
- ❍ Communications
- ❍ Composition
- ❍ Computer Sciences
- ❍ Earth Sciences
- ❍ Engineering
- ❍ ESL
- ❍ Health Sciences or Physical Education
- ❍ History

[5] *Respondents were periodically reminded of their selection, as indicated herein by the blank (_____).*

- ❍ Humanities (Philosophy, Religion, etc.)
- ❍ Language studies (Foreign Languages, Linguistics)
- ❍ Literature
- ❍ Mathematics
- ❍ Natural Sciences (Biology, Botany, Anatomy, etc.)
- ❍ Physical Sciences
- ❍ Reading
- ❍ Social Sciences (Psychology, Sociology, Anthropology, child development, etc.)
- ❍ Vocational or technical fields (Please specify)
- ❍ Other: (Please specify)

4. The Role of Writing in Your Classroom

The following sets of questions ask you about the types of writing tasks assigned in your course, about the level of preparation as students enter your course, and finally, about the responsibility the institution has in helping students gain needed skills.

4a. How often throughout the term will students enrolled in your course, _____, be assigned these writing tasks?

- ❍ Every Class
- ❍ Most Classes
- ❍ Frequently
- ❍ Seldom
- ❍ Never

- • Brief summary of one or more readings
- • Explanation or interpretation of statistics or graphs
- • Synthesis of information from several sources
- • Analysis of information or arguments
- • Lab report
- • Argumentative essay
- • Evaluation of others' work (e.g., books, articles, movies, peers' work, etc.)
- • Essay based primarily on personal experience or observation
- • Informal writing (logs, journals, reading responses, reflection, online discussion groups, etc.)
- • Short answer questions on exams, quizzes
- • Essay questions on exams, quizzes
- • Group collaborative writing projects

4b. What percentage of students is sufficiently prepared for these writing tasks when they first enter your course?

- Brief summary of one or more readings
- Explanation or interpretation of statistics or graphs
- Synthesis of information from several sources
- Analysis of information or arguments
- Lab report
- Argumentative essay
- Research paper or report
- Evaluation of others' works (e.g., books, articles, movies, peers' work, etc.)
- Essay based primarily on personal experience or observations
- Informal writing (logs, journals, reading responses, reflection, online discussion groups, etc.)
- Short answer questions on exams, quizzes
- Essay questions on exams, quizzes
- Group collaborative writing projects

4c. How should students acquire the abilities necessary to succeed in these writing assignments? *Check as many of the four responses as apply.*

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students
...should have acquired ability in high school
...should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students ...
will be introduced to or have ability reinforced as part of course's regular instruction

... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- Brief summary of one or more readings
- Explanation or interpretation of statistics or graphs
- Synthesis of information from several sources
- Analysis of information or arguments
- Lab report

- Argumentative essay
- Research paper or report with citations
- Evaluation of others' work (e.g., books, articles, movies, peers' work, etc.)
- Essay based primarily on personal experience or observations
- Informal writing (logs, journals, reading responses, reflection, online discussion groups, etc.)
- Short answer questions on exams, quizzes
- Essay questions on exams
- Group collaborative writing projects

The writing tasks you have just discussed may call for students to exhibit various writing abilities. These next few questions ask you to consider those abilities associated with the writing assignments you assign in your course.

5a. In your course, _____, which of these abilities associated with writing are necessary for students to succeed in the writing tasks you assign?

- Taking notes on lectures
- Determining appropriate paper topics
- Determining and addressing the prior knowledge, viewpoints of the intended reader
- Locating information or research in the field
- Developing a main point or thesis
- Organizing information
- Quoting and citing others appropriately to avoid plagiarism
- Using appropriate form or conventions of the discipline
- Providing factual descriptions
- Converting nonverbal information (numbers, graphs, pictures) into words
- Making substantive contributions/responses to online discussions/ groups

5b. When students first enter your course, what percentage of students is sufficiently equipped with these abilities associated with the writing tasks you assign? *(Please enter a number from 0-100 %)*

- Taking notes on lectures
- Determining appropriate paper topics
- Determining and addressing the prior knowledge, viewpoints of the intended reader • Locating information or research in the field
- Developing a main point or thesis
- Organizing information
- Quoting and citing others appropriately to avoid plagiarism
- Using appropriate form or conventions of the discipline

- Providing factual descriptions
- Converting nonverbal information (numbers, graphs, pictures) into words
- Making substantive contributions/responses to online discussions/ groups

5c. In order to succeed on the writing tasks you assign, how should students acquire these associated writing abilities? *(Check as many of the four responses as apply.)*

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students
... should have acquired ability in high school
... should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students
... will be introduced to or have ability reinforced as part of course's regular instruction
... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- Determining appropriate paper topics
- Determining and addressing the prior knowledge, viewpoints of the intended reader
- Locating information or research in the field
- Developing a main point or thesis
- Organizing information
- Taking notes on lectures
- Quoting and citing others appropriately to avoid plagiarism
- Using appropriate form or conventions of the discipline
- Providing factual descriptions
- Converting nonverbal information (numbers, graphs, pictures) into words
- Making substantive contributions/responses to online discussions/ groups

6a. Which of these editorial abilities are necessary for your students to complete your writing assignments successfully?

- Using methods and writing conventions appropriate for the discipline
- Acquiring and using vocabulary appropriate to a lower division class in your discipline
- Using correct grammar and punctuation
- Spelling accurately

6b. When students first enter your course, what percentage are able to perform these editorial tasks associated with writing? *(Please enter a number from 0-100%)*

- Using methods and writing conventions appropriate for the discipline
- Acquiring and using vocabulary appropriate to a lower division class in your discipline
- Using correct grammar and punctuation
- Spelling accurately

6c. How should students acquire these skills necessary to succeed in your writing assignments? *(Check as many of the four responses as apply.)*

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students
... should have acquired ability in high school
... should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students
... will be introduced to or have ability reinforced as part of course's regular instruction
... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- Using methods and writing conventions appropriate for the discipline
- Acquiring and using vocabulary appropriate to a lower division class in your discipline
- Using correct grammar and punctuation
- Spelling accurately

7. What percentage of your students have problems with these elements of their writing? *(Please enter a number between 0 and 100 %)*

- Understanding the purpose of the assignment
- Identifying/focusing on the appropriate audience
- Generating a suitable thesis or main point
- Using an appropriate organizational pattern
- Developing a thesis with sufficient and appropriate evidence or proof
- Using appropriate research methods
- Using assigned structure, format or discipline conventions
- Editing for coherent sentences
- Editing for errors (spelling, punctuation, word choice)
- Language and rhetorical problems due to English as a Second Language

The Role of Reading in your Classroom

8a. How often throughout the term will students enrolled in your course, _____, be assigned these reading tasks?

- ❍ Every Class
- ❍ Most Classes
- ❍ Frequently
- ❍ Seldom
- ❍ Never

- Lab manuals
- Textbooks
- Essays
- Research material
- Graphs/charts/maps
- Novels/Short Stories/Poetry/Other Literature
- Newspaper, magazine articles
- Professional journals
- E-mail/Websites/internet
- Other students' work

8b. Consider the majority of your students in this course: upon entry, what percentage is prepared to read critically these types of assigned readings? *(Please enter only a number from 0-100.)*

- Lab manuals
- Textbooks
- Essays
- Research material
- Graphs/charts/maps

- Novels/Short Stories/Poetry/Other Literature
- Newspaper, magazine articles
- Professional journals
- E-mail/Webster/internet
- Other students' work
- Other: (specify)

9. How should students acquire these critical reading abilities as needed for your course? Check as many of the four responses as apply.

Students should have this ability upon entering this course because it will NOT be taught in this course.

Students
... should have acquired ability in high school
... should have acquired ability in prerequisite or prior college courses

OR

Students WILL receive instruction about this ability during the course.

Students
... will be introduced to or have ability reinforced as part of course's regular instruction
... will be referred to outside resources (tutoring centers, labs, adjunct courses, etc.) for instruction

- Comprehend assigned reading
- Analyze their assigned reading
- Be familiar with discipline's vocabulary
- Use evidence from text to support or challenge their ideas
- Understand charts/graphs/ illustrations
- Read with appropriate speed
- Read to retain information
- Use research aids (appendices, index, library reference materials)
- Identify the main idea and support of assigned reading

Using Technology Effectively

9a. Do you now or are you intending soon to incorporate computers for teaching some aspect of your course, _____?

- ❍ Yes
- ❍ No

[A "yes" response prompts these next questions.]

9b. Do you now or are you intending soon ...

- ❍ Yes
- ❍ No

- To use computer assisted delivery within the classroom?
- To offer this course entirely online
- To offer this course partially on line to supplement classroom work?
- To expect your students to make use of online materials or resources (e.g., e-mail, Websites or Web browsers, etc.)

10.a. For your course, do you ask students...

- ❍ No
- ❍ Recommended
- ❍ Optional
- ❍ Required

- To join a class listserv, a threaded discussion list, or mailing list
- To use chat rooms
- To use video conferencing
- To use interactive lab-based software, (e.g. Daedalus, Norton Textra Connect)
- To use word processing software
- To use electronic handbooks or references
- To keep logs or journals online where you can see them and respond to them
- To present material in Web format or media such as PowerPoint
- To publish work on a Website
- To submit drafts and papers electronically
- To create multimedia documents
- To consult or seek experts in various fields by e-mail
- To use a Web browser for research
- To evaluate Web Sources
- To use e-mail

Evaluation of Students' Written Work

11. Consider the role of writing in the evaluation of each student in this course.

What % of each student's final course grade is based on in-class writing?____ %
What % of each student's final course grade is based on out-of-class writing?
____ %

12. How important is each of the following in your evaluation of students' written work?

- ❍ Not important at all
- ❍ Important
- ❍ Very important

- Ideas/content/ original insight
- Organization
- Sentence structure
- Word choice
- Grammar, punctuation, spelling
- Evidence of logical thought

13a.Consider reasons why some students are NOT successful in your course, _____. To what degree do the following factors contribute to your students' lack of success?

- ❍ Not a factor
- ❍ A factor
- ❍ Not Sure

- Lack of academic writing skill
- Lack of analytical reading skill
- Lack of listening skills
- Lack of understanding about time and effort required to do college work
- Time constraints arising from students' personal/work lives
- ESL Difficulties
- Plagiarism
- Lack of critical thinking strategies

13.b. To what extent are the following abilities necessary for the academic success of ESL students in your course?

- ❍ Not Important
- ❍ Important
- ❍ Very Important

- Speaking well enough to be understood without being asked to repeat
- Interpreting test items without use of a dictionary
- Accurately interpreting written instructions for activities such as labs without individual help from instructional staff or other students
- Understanding cultural references out of context
- Writing in idiomatic English (i.e., vocabulary and grammar do not interfere with meaning)

- Conducting library research independently
- Incorporating source material without plagiarizing
- Listening/comprehending lectures/discussions
- Participating actively in discussions

Your Students: Habits of Mind and Attitude

These next two questions ask to you consider the students' habits of mind and attitude as they are important within your course and then within the larger intellectual and academic context of your discipline.

14.a. How important are these factors to students' success in your course

- ❍ Not Important
- ❍ Important
- ❍ Very Important

- Ask questions for clarification
- Are attentive in the classroom
- Are punctual with assignments
- Are polite to faculty
- Are courteous to other students
- Come to class prepared
- Have respect for and consider other viewpoints
- Contribute willingly to classroom discussion
- Seek additional help when needed

14.b. How important for success in your discipline is it that students assume these habits of mind?

- ❍ Not applicable to this discipline
- ❍ Not essential to this discipline
- ❍ Somewhat essential to this discipline
- ❍ Essential to this discipline

- Ask provocative questions
- Accept directions readily
- Be willing to challenge one's own beliefs and point of view
- See other points of view
- Experiment with new ideas
- Read with an awareness of self and others
- Exhibit concern for accuracy and precision
- Observe carefully the material world
- Engage in intellectual discussions
- Generate hypotheses
- Exhibit curiosity

Concluding Thoughts

15a. Over the past 24 years that you have taught _____,

my students' writing ability has ...
my students' ability to comprehend, evaluate and manipulate assigned reading has ...
my students' ability to tackle complex, analytical work has ...

- ❍ improved over all
- ❍ declined in quality
- ❍ stayed about the same

15.b. Please use the spaces below to comment on issues being investigated in this study. Comments are not required.

- Comments about the role of writing in your classroom.
- Comments about the changes you have seen in the ability of students to write in _____.
- Comments on the role of reading in your classroom.
- Comments about the level of preparation of your students.
- Comments on the use or intended use of technology in your classroom.

APPENDIX A-2

PROFILE OF STUDY RESPONDENTS' COURSES

SEGMENT	CCC	CSU	UC	Totals
All Courses*	84 (29%)	118 (41%)	87 (31%)	289
W-Designated Course	4	3	13	20
Intro or Survey Course	36	83	55	174
Course with No Prerequisite	26	50	40	116
Required Writing Course	33	16	24	73
General Education Course	57	73	36	166
Developmental Course	9	8	9	26

Participants' Discipline **	CCC	CSU	UC
Accounting		1	
Agriculture		1	2
Anthropology	2	4	1
Art- Practicing		1	
Archeology		1	1
Art History	2	2	
Astronomy		5	1
Biological Sciences (e.g., labs, zoo, micro, ocean., bio for non-majors)	5	6	3
Business (includes marketing)	1	4	
Career/Guidance/ Personal Development		1	
Child Development		1	
Chemistry	5	3	2
Chemical Engr.			1
Communications	1	1	1
Computer Graphics			2
Computer Sciences	1	4	2
Criminology (Crim justice, AoJ)	1	1	
Cultural Studies (ethnic studies, comparative religions, world civ)		5	4
Earth Sciences/Geol	1	3	
Economics	1	2	
Engineering			1
Environmental Stud.		1	2
ESL	1	3	
Film	1		1

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Food Sciences/Nutr	1	1	
Foreign Languages			2
Geography	2	1	
Government	1	2	
Health		1	
History	2	4	1
Humanities		1	
Information Literacy	1	1	
Interdisciplinary Study/Fresh. Seminar	1	2	1
Introductory Comp:			
• Basic/Remedial	3		1
• College-level	29	11	6
• Advanced	4	6	5
• Argumentation/Rhetoric		4	2
• Research	1		2
Linguistics			3
Literature	7	6	3
Mathematics			
• Algebra	2		
• Calculus		2	2
• Finite Math		1	
Music			4
Nursing	1	1	
Physics	3	4	3
Philosophy	3	2	1
Political Science	1	1	2
Psychology (biological, methods)	3	5	1
Reading	2		
Sign language	1		
Sociology (includes social problems)	1	3	3
Speech/Debate	3	2	
Statistics	1		1
Work Experience	1		

* *As noted in Appendix A-1, respondents were asked to identify the features of the course they considered during the Web-based interview; a course thus might have had several characteristics and hence be listed in several of the categories.*

** *Some respondents initially (and erroneously) entered several courses they taught; thus, the total numbers do not necessarily correspond to the tally of responses finally used. Nevertheless, this chart provides a sense of the distribution of participants.*

APPENDIX B

STANDARDS STATEMENTS: CALIFORNIA LANGUAGE ARTS STANDARDS AND CALIFORNIA EDUCATION ROUND TABLE STANDARDS

In Part II, we allude to competencies, abilities and skills called for in two other competency statements. The grid that follows juxtaposes those competencies. For ease of reference, each item contains its numeration as it appears in the original document from which it was excerpted.

A reminder about the origins of these two documents:

- **The California Language Arts Content** Standards were designed by appointees of the State Board of Education. Postsecondary faculty who may have participated in those discussions did so without approval of or by their Academic Senates. Thus, this document does not retain the imprimatur of California's public colleges and universities. The document was adopted by the State Board of Education and mandated for all public K-12 schools. The portion contained herein explicates the content standards for grades 11-12; students in those grades are assessed in statewide testing programs to determine their mastery of competencies selected from this list. These standards are available on the Web at http://www.cde.ca.gov/board
- **The California Education Roundtable Content Standards** (called the CERT standards) were published just immediately prior to the state's content standards for language arts. These standards were designed by a task force sponsored by the Roundtable; the Roundtable itself is comprised, in part, by the heads of the California Department of Education, the California Community Colleges, the California State Universities, and the University of California. Serving on this Task Force were K-12 faculty, administrators, public participants, and Academic Senate-appointed postsecondary faculty. These standards thus reflect the competencies advocated by teaching experts. While these standards have no official status under the State Board of Education, they nevertheless provide a point of contrast, noting competencies not addressed in the California Language Arts standards. The CERT Standards, reflecting the views of the California's academic senate faculty, remain their adopted and approved standards and hence are included here. Many of those original CERT findings are underscored by the study conducted for this project.

A companion document to assist in assessing these CERT standards, Performance Standards and Assessments Critieria in English-Language Arts for California High School Graduates, is found on the Web at http://www.certicc.org

That document contains dozens of examples of performance descriptors, samples of annotated student work, assignments from across the disciplines, rubrics and assessments, including classroom-based assessment mechanisms.

COMPARATIVE CHART OF STANDARDS

COMPARISON OF CONTENT STANDARDS

Reading For Information & Understanding	California Language Arts Content Standards (Cal LACS)	CERT Content Standards
Breadth & Variety of Texts	1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately. 1.1 Trace the etymology of significant terms used in political science and history. 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	1. The student comprehends academic, public, workplace, and literary texts of the quality and complexity illustrated in California's recommended reading lists as well as district-adopted reading lists. As a general rule, a high school student should read the equivalent of twenty-five books each year, in a variety of genres, across the entire school curriculum. The texts should include traditional and contemporary literature as well as magazines, newspapers, textbooks, and online sources or electronic texts. 1.1 Demonstrates an understanding of the text as a whole; 1.2 Identifies and analyzes information ideas, and meaning presented in the text; 1.3 Extracts important information from the text; 1.4 Demonstrates knowledge of the vocabulary necessary for understanding a text; 1.5 Reads texts aloud fluently and expressively.
		2. The student reads texts and a variety of informational materials such as directories, correspondence, manuals, records, charts, and other public and workplace documents, to develop understanding and expertise. The student produces evidence of reading that 2.1 Summarizes information 2.2 Relates prior knowledge and experience to new information 2.3 Makes connections to related topics or information.

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Reading For Information & Understanding	California Language Arts Content Standards (Cal LACS)	CERT Content Standards
Depth of Understanding and Interaction	2.0 Reading Comprehension: Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the California Reading List. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature, as well as magazine, newspapers, and online information. **Structural Features of Informational Materials** 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. **Comprehension and analysis of Grade-Level-Appropriate Text** 2.2 Analyze the way in which the clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; an the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	3. The student reads thoughtfully and critically, and produces evidence of reading that 3.1 makes and supports interpretations of texts with convincing evidence 3.2 makes well-developed connections between or among texts and experiences 3.3 evaluates writing strategies and the elements or writing

Writing to Learn And Communicate Effectively	California Language Arts Content Standards (Cal LACS)	CERT Standards
Depth of Written Expression	**Writing Strategies:** 1.0 Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed. **Organization and Focus** 1.1 Demonstrate an understanding of the elements of discourses (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. **Research and Technology** 1.6 Develop presentations by using clear research questions and creative and critical research strategies. 1.7 Use systematic strategies to organize and record information 1.8 Integrate databases, graphics and spreadsheets into word-processed documents. **Evaluation and Revision** 1.9 Revise tests to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	1. The student generates ideas, organizes thoughts and information, and develops drafts. The student analyzes and revises written work relative to audiences and purposes by 1.0 adding or deleting details 1.1 adding or deleting explanations 1.2 clarifying difficult passages by rearranging words, sentences, and paragraphs; 1.3 reconsidering the overall structure

Writing to Learn And Communicate Effectively	California Language Arts Content Standards (Cal LACS)	CERT Standards
Breadth of Writing Types	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. 2.1 Write fictional autobiographical, or biographical narratives. 2.2 Write responses to literature. 2.3 Write reflective compositions. 2.4 Write historical investigation reports 2.5 Write job applications and resumes 2.6 Deliver multimedia presentations	2. The student produces several types of writing. These could include a report, a fictional or autobiographical narrative account, a persuasive essay, a procedural description, or a reflective essay. 2.1.0 in a **report**, the student 2.1.1 conveys a central idea on the subject; 2.1.2 creates a structure appropriate to purpose, audience, and context; 2.1.3 includes appropriate facts and details and excludes information not relevant to the central idea; 2.1.4 uses a range of strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario for illustration 2.2 in a **fictional or autobiographical narrative account,** the student: 2.2.0 establishes a situation, plot, point of view, setting, and the significance of events and of conclusions that can be drawn from those events; 2.2.1 includes sensory details and concrete language to develop plot and characters 2.2.2 excludes unnecessary details and inconsistencies 2.2.3 uses a range of strategies, such as dialogue, suspense, naming, pacing and specific additions, e.g., movement, gestures, expression 2.3 in a **persuasive essay**, the student: 2.3.1 develops a clear and knowledgeable position on a central idea 2.3.2 arranges details, reasons, examples, and anecdotes effectively and persuasively for a specified purpose 2.3.3 includes appropriate information and arguments and excludes irrelevant information and arguments; 2.3.4 anticipates and addresses reader concerns and counter arguments 2.3.5 supports arguments with convincing evidence, citing sources of information 2.3.6 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes

Writing to Learn And Communicate Effectively	California Language Arts Content Standards (Cal LACS)	CERT Standards
Breadth of Writing Types (Continued)		2.4 in a **description of a procedure,** the student: 2.4.1 provides a guide for a complicated procedure that anticipates a reader's needs 2.4.2 facilitates a reader's understanding through predictable structures, using elements such as headings, numbering, or paragraphing, and provides smooth transitions between steps; 2.4.3 uses a range of organizational strategies, such as creating a visual hierarchy, using white space, and graphics 2.4.4 anticipates problems, mistakes, and misunderstandings that the reader might experience 2.5 in a **reflective essay,** the student: 2.5.1 explains the significance of some experiences, events, conditions, or concerns; 2.5.2 creates a structure appropriate to purpose and audience; 2.5.3 uses a variety of writing strategies, such as describing concrete details, comparing and contrasting, and creating a scenario. 3. The student writes under varying circumstances: • in timed-writing situations • collaboratively; • on student-generated and teacher-generated topics.
Grammar, Conventions, and Usage Standards		
	Written and Oral English Conventions: 1.0 Students write and speak with a command of standard English conventions 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 Reflect appropriate manuscript requirements in writing.	1. The student appropriately uses the conventions of written language, including 1.2 spelling as used in contemporary American dictionaries 1.3 capitalization as used in contemporary American style books 1.4 punctuation as used in contemporary American style books 1.5 vocabulary appropriate for the intended audience 1.6 word usage commonly accepted in academic and business settings; 1.7 grammar of standard written English, including complex structures; 1.8 paragraph structures common to written texts.

Conventions of Oral Presentations	California Language Arts Content Standards (Cal LACS)	CERT Standards
	(Same as preceding)	2. The student appropriately uses the conventions of standard English in oral presentations, including 2.1 vocabulary for specific audiences and settings 2.2 grammar of standard spoken English 2.3 conventional sentence structure for spoken English 2.4 intonation appropriate for questions and statements 2.5 conventional word stress patterns for spoken English
Speaking and Listening in Formal and Informal Situations		
	Listening and Speaking Strategies 1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose. Comprehension 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture. 1.2 Analyze the impact of the media on the democratic process at the local, state, and national levels. 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers. **Organization and Delivery of Oral Communication** 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	1. The student engages in speaking and listening in formal situations. The student: 1.1 uses language that is appropriate for the situation; 1.2 listens carefully for major ideas before making a judgment; 1.3 participates actively in group discussions; 1.4 listens actively to another's point of view and paraphrases to check for understanding; 1.5 organizes information and presents it in a coherent and easy-to-understanding; 1.6 uses a variety of information-gathering and questioning strategies; 1.7 responds appropriately to the verbal and nonverbal cues of others.

Speaking and Listening in Formal and Informal Situations	California Language Arts Content Standards (Cal LACS)	CERT Standards
	1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. 1.8 Use effective and interesting language, including: a. Information expressions for effect b. Standard American English for clarity c. Technical language for specificity 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. 1.10 Evaluate when to use different kinds of effects to create effective productions **Analysis and Evaluation of Oral and Media Communication** 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words 1.12 words may have on the audience a. Identify logical fallacies used in oral addresses 1.13 Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning and proof 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness	
	Speaking Applications (Genres and Their Characteristics) 2.0 Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates command o standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 2.0. 2.1 Deliver reflective presentations 2.2 Deliver oral reports on historical investigations 2.3 Deliver oral responses to literature 2.4 Deliver multimedia presentations	2. The student engages in speaking and listening in informal situations. The student: 2.1 takes turns speaking and listening to others; 2.2 accepts and responds to a variety of conversational styles; 2.3 listens actively to another's point of view and paraphrases to check for understanding; 2.4 contributes ideas and shares information; 2.5 uses a variety of information gathering and questioning strategies 2.6 responds appropriately to the verbal an nonverbal cues of others; 2.7 shares leadership appropriately by facilitating discussions and assisting in resolving disagreements.

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Interpreting, Critiquing, and Creating Literature	California Language Arts Content Standards (Cal LACS)	CERT Standards
Responding to Literature	3.0. Literary Response and Analysis: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the California Reading List. **Structural Features of Literature** 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. **Narrative Analysis of Grade-Level-Appropriate Text** 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. 3.4 Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings. 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings 3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods	1. The student responds to fiction, nonfiction, poetry, and drama using interpretive, critical, evaluative and reflective processes. The student does the following in oral and written presentations: 1.1 makes inferences and draws conclusions about events, characters, settings, theme, and style; 1.2 Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description and symbolism; 1.3 Evaluates the impact of authors' choices, words, structural style, and content; 1.4 Analyzes the characteristics of literary forms or genres; 1.5 Connects themes among literary texts, public discourse, and other mediums. 2. The student creates original work within several literary genres.

Interpreting, Critiquing, And Creating Literature	California Language Arts Content Standards (Cal LACS)	CERT Standards
Responding to Literature	b. Relate literary works and authors to the major themes and issues of their Eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. **Literary Criticism** 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (Political approach). 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach).	
Finding, Analyzing, Applying, and Communicating Information		
Breadth of Understanding and Interaction	(Writing Strategies): 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents (Writing Applications) 2.6 Deliver multimedia presentations a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly (Speaking Applications 2.4 Same as 2.6 above)	1. The student analyzes and evaluates various types of public information, including the use of 1.1 Emotional appeals to both friendly and hostile audiences; 1.2 Anecdotal evidence; 1.3 counter claims; 1.4 emotional words and imagery; 1.5 references to authorities; 1.6 visual appeal, e.g., format, graphics, white space, headers; 1.7 the sequence in which information is given; 1.8 messages that are subject to audience misunderstanding
Depth of Understanding and Interaction		2. The student finds and uses information to improve critical thinking and understanding of the world. The student: 2.1 Recognizes and uses logical arguments and persuasive strategies that are appropriate in terms of the knowledge, backgrounds, and understanding of the intended audience; 2.2 reports, organizes, and relates information and ideas accurately; 2.3 uses library computer catalog listings and the Internet

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APPENDIX C

TYPES OF L2 LEARNERS

Although many different cultural and linguistic backgrounds and English proficiency levels characterize the large and heterogeneous population of California students, the groupings of ELL and FEP based on school assessments can be described generally as follows:

English Language Learner (ELL) students are defined by the California Department of Education as "those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (K-12) assessment procedures and including literacy (grades 3-12), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs."

ELLs typically have the following backgrounds:

- are newly or recently arrived nonnative English speaking immigrants;
- may have little or no English language proficiency or cultural knowledge of the U.S.;
- may or may not have first language literacy; and
- will require specialized instruction to develop oral fluency as well as academic reading and writing proficiency.

Fluent-English Proficient (FEP) learners, on the other hand, typically have the following characteristics:

- are children of immigrants to the U.S. whose home language is other than English and who have received much (if not all) of their education in the U.S.;
- have dual cultural development; hence they have been referred to as Generation 1.5 (Rumbaut and Ima, 1988), with traits of both the first and second generation immigrants;
- are often bilingual or multilingual; and
- although orally fluent, often lack college/university level competency in academic reading and writing.

From these defining characteristics, it is clear that our L2 population is extremely diverse and that the levels and kinds of English proficiency vary widely.

APPENDIX D

SPECIFIC INSTRUCTIONAL NEEDS OF L2 LEARNERS FOR DEVELOPING ACADEMIC COMPETENCIES

FOCUSED ATTENTION ON LANGUAGE FORMS

English learners who demonstrate clear control of interpersonal skills (e.g., the ability to converse casually, to engage in commercial transactions) may be designated as fluent English proficient. However, despite their ability to conduct successful interpersonal transactions in English, these learners often misunderstand or fail to acquire language forms and meanings that are necessary for academic English. For example, in spoken English, grammatical forms such as articles, pronouns, possessives, verb endings, and prepositions are difficult for L2 learners to perceive. As a result, learners may fail to acquire these forms without direct, explicit instruction, accompanied by many opportunities to receive feedback in both spoken and written academic English.

Postsecondary educators expect students to have developed the practice of focusing attention on form as they read and listen. They expect students to have learned these forms through observation, analysis, and introspective questioning. A student thus trained would, for example, notice how specific verb tenses convey particular meanings in written academic English or what phrasings are typically used in academic register to introduce or connect ideas. Thus, L2 learners at the high school level need extensive focused instruction and practice attending to forms—both grammatical structures and vocabulary—to express ideas appropriately in academic English.

LISTENING AND SPEAKING INSTRUCTION

In addition to instruction that develops the listening and speaking competencies described in Part I of this report, English language learners may need specialized instruction to develop listening/speaking skills that native English speakers have typically acquired without instruction. These skills include the following:

- comprehending English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations;
- identifying nuances of meaning indicated by shifts in vocal inflection and non-verbal cues such as facial expression or body language;
- recognizing the spoken form of vocabulary–including idiomatic expressions–previously encountered only in written form; and
- demonstrating a full range of pronunciation skills including
- phonemic control
- mastery of stress and intonation patterns of English.

APPENDIX E

ADDITIONAL RESOURCES

The following resources provide research, information, public statements, and other resources of interest to those pursuing the recommendations of this document.

CALIFORNIA INTERSEGMENTAL PUBLICATIONS

Intersegmental Committee of Academic Senates. *California Pathways: The Second Language Student in Public High Schools, Colleges, and Universities.* N.p.: Intersegmental Committee of Academic Senates, n.d.
Contains extensive bibliography, descriptions of second language learners and their needs, their language acquisition; proficiency descriptors for reading,writing, listening, and speaking. Offers a common language to discuss the continum of learners, developing or revising ESL curricula, evaluating tests, and interpreting courses. This document can be purchased from CATESOL (California Association of Teachers of English to Speakers of Other Languages), 21C Orinda Way #362 Orinda, CA 94563. Additional information is available at http://www.catesol.org

Intersegmental Coordinating Committee. *Standards in Mathematics and English for California High School Graduates.* Sacramento: California Education Round Table, 1997.
Contains CERT standards and samples of student work exemplifying those standards.

INFORMATION REGARDING THE NATURE AND TEACHING OF CRITICAL THINKING

Paul, Richard and Linda Elder. *The Miniature Guide to Critical Thinking Concepts and Tools,* The Foundation for Critical Thinking, http://www.criticalthinking.org.

INFORMATION ON THE ADVANTAGES OF WRITING-ACROSS-THE-CURRICULUM PROGRAMS

Bean, John. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom,* San Francisco: Jossey-Bass, 1996, xiv.

McLeod, Susan, et al, eds. *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs.* Urbana: NCTE, 2001.

Walvoord, Barbara E. "The Future of WAC." *College English* 58.1 (1996): 58-79.

INFORMATION ON ENGLISH LANGUAGE LEARNERS

Browning, Gari. "Challenges Facing California ESL Students and Teachers Across the Segments." *CATESOL Journal* 9.1 (1996): 15-46.
Contains descriptors of proficiencies.

California Education Policy Seminar, and The California State University Institute for Education Reform. *Effective Instruction for English Language Learners: A Discussion.* Sacramento: The California State University Institute for Education Reform, January 1999. Also available at http://www.csus.edu/ier/materials.html.

California Education Policy Seminar, and The California State University Institute for Education Reform. *Effective Instruction for English Language Learners: A Discussion.* Sacramento: The California State University Institute for Education Reform, January 1999. Also available at http://www.csus.edu/ier/materials.html.

Rumberger, Russell (2000). *Educational Outcomes and Opportunities for English Language Learners.* Presentation to the Joint Committee to Develop the Master Plan for Education Kindergarten through University.

Scarcella, Robin (forthcoming). "Academic English: A Conceptual Framework" in *Key Issues in Accelerating English Language Development.* Berkeley: U of California Press.

INFORMATION ON TECHNOLOGY AND INFORMATION COMPETENCY

Academic Senate of California Community Colleges. *Information Competency in the California Community Colleges.* Sacramento: Academic Senate of the California Community Colleges,1998.
Also available at http:www/academicsenate.cc.ca.us

Association of College and Research Libraries. Information Literacy Competency Standards for High Education. Chicago: American Library Association, 2000.
Also available at http://www.ala.org/acrl.html

"Information Competence." Academic Senate CSU, http://www.calstate.edu/acadsen, May 1998.

"The Cornerstones Report: Choosing Our Future." Academic Senate CSU, http://www.calstate.edu/acadsen, January 1998.

ICAS
c/o Academic Senate for California Community Colleges
428 J Street, Suite 430, Sacramento, CA 95814
916/445.4753 http://www.academicsenate.cc.ca.us

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